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ABSTRACT

This document consists of the first four issues (Volume 1) of "Literacy Works," a newsletter of the Saskatchewan Literacy Network. The premier issue reports on the board, staff, and historical perspective of the network, and also contains a brief article on education for the workplace, a review of "Writing to Read" by Martin and Friedberg, and samples of student writing. Issues 2, 3, and 4 are theme issues that also contain regional news, lists of resources, and samples of student writing. Issue 2 focuses on computers and literacy (PALS, CAST, and PLATO); issue 3, on literacy and the workplace; and issue 4, on aboriginal literacy. (LB)

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LITERACY W•O•R•K•S

VOL. 1, NO. 1 "SASKATCHEWAN LITERACY NETWORK" FEBRUARY 1990

Compliments of Sask. Literacy Network

Premier Edition

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INSIDE

Editorial, by Dan Danforth 2
Meet the Board 4
Meet the Staff 5
SLN Historical Perspective 6
Education For The Workplace 7
Book Review 8
Student Writing 10, 11

A PUBLICATION OF:

Saskatchewan Literacy Network
P.O. Box 1520
Saskatoon, Sask.
S7K 3R5
Phone (306) 933-7368

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EDITORIAL by Dan Danforth

Welcome to the Saskatchewan Literacy Newsletter, ***Literacy Works!*** My name is Dan Danforth and I am the Chair of the newsletter committee. I hope you will find the newsletter informative. Remember: Read! It's brain food.

The SLN (Saskatchewan Literacy Network . . . aren't acronyms precious?) evolved from the primordial soup of persons in Saskatchewan with an interest in literacy. We came together in a conference and elected our board (yes, I was elected). Like others, we have wrestled with the ongoing problem of defining literacy. Generally speaking, someone who is illiterate cannot read or write at a grade nine level of competence. While this definition is widely used, it has problems. I am quite sure that there are areas of information that we are illiterate in. That is to say that we have little or no knowledge of, or comprehension in, an area we have not been exposed to. I am totally lost when I am in a discussion of nuclear physics and I certainly cannot read the material in this area with any confidence. I am illiterate in this venue.

We also talk about basic literacy as necessary to our survival in this diverse and divergent world. That would imply that, if we do not have a grade nine reading and writing ability, we are doomed to a life of inadequacy and servility. Not so. I have taught, befriended, learned from and loved people who have little or no graphic communication and found them to be responsible, assertive and loving individuals. We present an image to these people that they are inferior because they can't read or write. We do them an injustice and ourselves a disservice. Their contributions to the fabric of society are just as valuable and as crucial to the Canadian mosaic as the most lettered person in Canada.

We are telling people that they are broken or imperfect and that, until they correct this one flaw, they are not good people. We must stop this insane delusion of a perfect world, a perfect society, a perfect beauty, a perfect person. We are all flawed.

How, you may ask, does this relate to a definition of literacy? I think that is the point. Do we need a definition so that we can put figures in a chart for Stats Canada or the Minister of Education? I think not! It is clear that a person who believes themselves to be illiterate . . . is. If they felt that their inability to read and write causes them, on an individual basis, stress, discomfort, or is in any way life threatening, that person should seek assistance.

We, as literacy proponents, must

be careful of our labels. Labels have a way of diminishing self-esteem to such a degree that they are quite often used in brainwashing techniques. I have felt the hopelessness associated with a label that was inaccurate and untrue. I have also felt the absolute fear that petrified my writing because I might make a mistake. I have heard the little voice resting just inside my ear that sounded like the rasping diction of my fourth grade language teacher telling me that I am WRONG... that my spelling isn't right . . . that my grammer is atrocious . . . that my handwriting is messy . . . that I am not a good student. These sounds ring in my ears every time I pick up a pen to scribble a few lines of thought. How many of you have experienced this sense of wrongness? The feeling that the great hand of some unseen "Master of the English Word" will slap you silly for have a dangling participle or a run-on sentence or, horror of horrors, a misspelled word? I was told, in grade seven by my Language Teacher, that we are the guardians of the written word . . . that we must defend it and preserve it or it will disintegrate into "slanguage". "Uphold the King's English", was our battle cry. Learn this well or perish at the hands of the infidels who would infiltrate our language and fill it with vulgar mutterings. It took me thirty years to overcome my fear of writing wrongly. Are the people we are charged to help also overwhelmed by the "Grammar Nazis"?

In the late 60's and early 70's there was a call to stomp out the Grammar Nazis by embracing the doctrine of Creative Writing. This free-flowing, unstructured approach to writing was a knee-jerk response to the Grammar Nazis militance. That was, to quote an old saying, "throwing the baby out with the bath water". The need was, and is, to strengthen the language by allowing for individual differences within a common structure. To learn grammar and spelling, not as an oppressive force, but as a liberating experience. Not to be oppressed by language, but to be liberated by it.

The population we seek to assist in the liberation from language need reassurance that there's nothing wrong with them. That, should they desire a better understanding of the written word, we can work together to achieve this goal.

Understanding is a search, not a destination.

The work of The Network is supported by the Secretary of State, Saskatchewan Literacy Campaign, and SIAST.

MEET THE BOARD

Dan Danforth, Editor

Dan is an Albertan and studied at the University of Calgary for five years to gain a teacher's certificate and a degree in Creative Drama. He has worked towards his M.Ed. and an M.A. He started in adult education in 1975 and, with a brief hiatus in sales, joined SIAST in 1984. He has done many things at SIAST Aka RPCC including; Work Experience Coordinator, Employment Skills Counsellor, Job Finding Club Leader, Native Life Skills Instructor, Retail Sales Instructor, Mechanic's Helper Instructor, Learning Centre Instructor and Literacy supervisor, Pals Administrator and Sociology I Instructor. He has been a Saskatchewan Association on Human Rights for ten years. Dan has worked extensively with physically disabled adults and brings with him a potpouree of skills.

J. Peter DuBois, President

Peter is the Executive Director of the Qu'Appelle Valley Friendship Centre. Peter is a Treaty Indian from Muscowpetung Band. He attended Lebret Indian Residential School and studied theology in Edmonton. He is the former Chief of his band and has extensive experience in Indian organizations including: 1st Vice-president of the Federation of Saskatchewan Indians, founding President of Native Metal Industries, founding board member of Saskatchewan Indian Federated College, Saskatchewan Indian Community College, Saskatchewan Indian Community College, member of the First National Committee on Indian Rights and Treaties, Past President of the Saskatchewan Association of Friendship Centres, Past President of the National Association of Friendship Centres, Past President of the National Association of Friendship Centres, Past President of the National Association of Friendship Centres, Past Sectretary of the Saskatchewan Association on Human Rights. He is currently a member of the Minister's Advisory Council on Multiculturalism. His major interest is in Justice issues, particularly the areas of Native Courtworkers and Young Offenders. We are very pleased to have Peter as our Founding President. He comes with a wealth of experience invaluble to a fledging organization like ours.

MEET THE STAFF

Nayda Veeman

Nayda is the Coordinator of the Saskatchewan Literacy Network. She holds a B.A., M.Sc., .B.Ed. from the U of S and McGill and is also a Life Skills Coach. She has taught in Africa and developed and taught the "Women in Technology" course in Saskatoon. She co-ordinated the ACCC Women in Development project in China and two job re-entry projects for immigrant women in Saskatoon. She has served on the executives of a variety of community organizations and has been a board member of the Saskatoon Community College, One Sky, SCIC, Saskatoon Parks and Recreation and the Saskatchewan Alzheimer's Association. She is currently the President of the Saskatoon speedskating club and a member of the steering committee of SaskWITT. Nayda speaks French and Spanish and can say "Hello" in Norwegian, Nyanja and Mandarin. She has travelled in Asia, Africa and Central America. Global issues are a major concern of hers. She is married and has two teenagers. She enjoys racquet sports, canoeing, reading and classical music. We welcome her to the post with open arms and a knowledge that she will bring her manifold talents to the task of keeping the organization alive and the board members fed with ideas and suggestions.

Cynthia Provo

Cynthia is the Administrative Assistant with the Saskatchewan Literacy Network. Previously she worked for five years as Conference Co-ordintor, Administrator, and then Executive Director for SABEA (Saskatchewan Adult Basic Education Association). She is nearing completion of the four year Business Administration Extension Program at the U of S. She has two children and enjoys Yoga, swimming and reading. We are very fortunate to lure Cynthia away from SABEA. She brings with her a multitude of skills honed in the trenches of conference organiziang, and displays an organizational skill that is outstanding in it's scope and breadth.

SLN HISTORICAL PERSPECTIVE

by Barbara Onstad, Coalition Project Chair - SLN Board Advisor

Every organization has a history. The Saskatchewan Literacy Network is in its infancy, but it already has a history and a background. The work of many people brought the vision to a reality. The following is a brief outline of the events that shaped this organization. (Editor)

A literacy coalition project began in March, 1989 by the Saskatchewan Adult Basic Education Association (SABEA) with Secretary of State funding. An expanded steering committee of 16 volunteer members set project goals:

- to unite those interested in literacy education
- to determine the form a provincial coalition should take.

A strategic planning meeting was held on June 9 in Saskatoon. Approximately 40 delegates representing 28 organizations soundly endorsed:

- the name "Saskatchewan Literacy Network"
- the **goals** of improved communication among literacy groups, access to resource people and material, lobbying and others
- **student involvement** in all aspects of their education
- a **founding convention** to be held in September

After much planning and work by a steering committee and its administrative assistant, Cynthia Provo, over 70 delegates attended the SLN founding convention on September 29-30. Fifteen board members were elected, a tentative consititution was adopted and priorities were set for three 1989-90 projects:

- a provincial literacy newsletter (as you see)
- practitioner institutes
- a provincial learners conference

Our new Network is the first combined provincial effort for Saskatchewan. It is one of only two provincial coalitions in Canada and it is an exciting, important development in our efforts to improve and expand literacy and adult basic education in the future.

"Both Mahatma Gandhi and Chairman Mao have proven that the key to all other improvements (in developing countries) is literacy. In chairman Mao's words, it is the key that makes "the flower blossom'."

– Robert McClure

EDUCATION FOR THE WORKPLACE

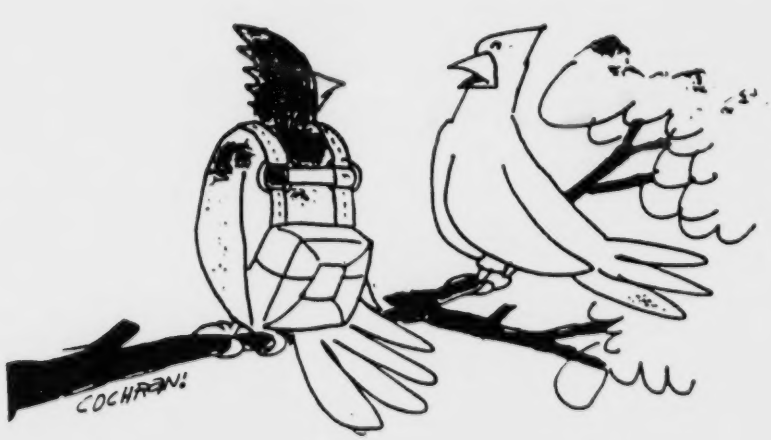
by Ruth Wellborn
Education for the Workplace Coordinator - Cypress Hills Regional College

With current research indicating that close to 5 million Canadian adults are functionally illiterate, Cypress Hills Regional College, with funding from the federal and provincial governments, has developed and piloted an innovative program to address this problem.

The program "Education for the Workplace" uses workplace materials as the basis and substance of its curriculum The instruction, also, may take place at the worksite.

The implications of outreach programs for a potential learner group as opposed to potential learners approaching various learning institutions, stimulates exciting and different challenges for adult educators. The literature indicates that learning takes place more rapidly and is transferred more readily if the subject material is job related. Prior to recruitment of students, a thorough assessment of the employer/employee needs is done. This involves the collection of print materials, interviews, meetings, intense observation and standarized testing. However, flexibility is the key and just as each workplace is unique, each needs assessment must also be unique. Following the assessment, the coordinator meets with the management and the staff to discuss results and make recommendations.

If you would like more information on this innovative educational approach please call: Ruth Wellborn 773-1531 at Cypress Hills Regional College in Swift Current.



"The trouble with you, Sheldon, is you lack self-confidence."

© 1971 by Playboy

BOOK REVIEW

Writing to Read by Dr. John Henry Martin & Ardy Friedberg, 1986, Warner Books, Inc., 666 Fifth Ave., New York, New York 10103 (ISBN 0-446-39050-X)

Writing to Read is a trademark of IBM Corporation. The concept of the book, while the brainchild of Dr. Martin, is owned by IBM. This book contains the background and philosophy for the Principal of the Alphabet System (PALS) an IBM software program for adult learners. While Dr. Martin doesn't mention the adult learner specifically in the book, he does mention the problems of illiteracy in technological America in a chapter at the end of the book. He views the school system for non-readers as "medieval water torture", where the "tick of the clock, day after day, is the equivalent of (each) drop of water." (Martin, p203) Dr. Martin's indictment of the school system's failure is not without sympathy for that system's frailties. He has an intimate understanding of the inability of it to meet the needs of everyone. The point he makes is that, unless the system spends the time, money and expertise at the beginning of a child's learning, they may be spending the financial resources of the next generation on poverty, crime, social violence and underemployment. Reading is that important to society.

The general thrust of the book deals with the ability of parents and teachers to teach pre-school children how to read by having them learn a phonetic alphabet. Once the child can write the words he says in phonetics, the child has developed a way to graphically represent thought. The child will begin to understand the relationship between thought and symbol. From this understanding will come a need to decipher the thought symbols of others, hence reading. Dr. Martin sees the logical progression of learning in children as; speaking ideas, writing ideas, reading ideas. After a child develops oral communication, he tries to write by drawing pictures. Such pictures, while totally indecipherable to his parents, have meaning and substance to the child. By teaching the child the forty-four sounds that we use in the english language, Dr. Martin claims, the child is able to express himself in readily understandable symbols.

The child's reading will follow the

writing because the phonetic alphabet Dr. Martin developed, more closely follows the accepted spelling patterns than do other phonetic alphabets. The child is able to write many words that follow the "book-look" spelling. The introduction of anomalies begins only after the initial understanding of seeing what is heard. When anomolous spelling occurs, the child is able to recognize the patterns and "sound out" the word more effectively.

The results of this process are impressive. Dr. Martins' program has been used in over 105 schools in the USA and the results are exceptional. Virtually all the children introduced to reading using this method, showed a 15-percentile reading skill advantage over their classmates. One interesting statistic was that Writing to Read students could spell on a par with their classmates.

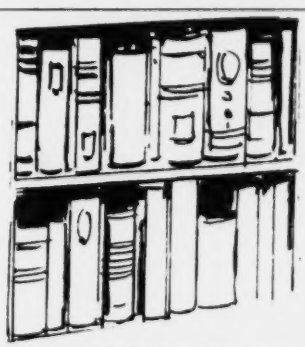
I recommend this book to anyone. While the content my be a little too "educational" for some readers, there are enough ideas in it that any teacher, parent or tutor could glean the basic ideas and interpret them within their own context. If we are going to defeat the dragon of illiteracy, we need more than (s)words we need impliments of deduction. This book represents one impliment for our armory.

LA LUCHA ES DULCE; NICARAGUA
(Literacy Crusade, 1989)

She goes off at daybreak
to sow the seeds of
learning and teaching.
In Pipante or down the Cayuco
River
with the future in here eyes
she goes singing.

And when she arrived at the
home of companero Juan
Manuel
who's as good as blind,
because he doesn't know how
to read, the lamp of learning
bathed his entire cabin in light
and a tear rolled down
his cocoa-coloured skin.

From a song "Josefana Goes" by Luis Enrique Mejia Godoy



The opinions expressed are those of the authors and not necessarily those of the Saskatchewan Literacy Network.

STUDENT WRITING

A Child is Born, by Rose Smith

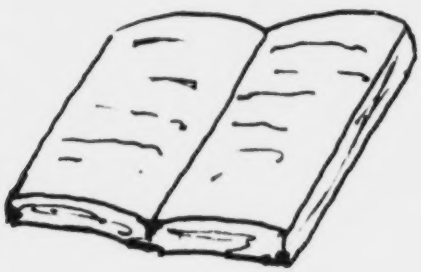
A child is born to a woman of the streets,
For she has no home or a place to rest her tired feet.
Others think she is a common disgrace.
They wonder how she can even show her face.
But did anyone stop to think why she was here?
Or try to help her with her fears?
"No" I suppose not. Most of us are just a selfish lot.
We make harsh judgements at a glance.
Without even giving her a chance.
Did anyone ask her if she would like a job?
"No" of course not. We just walk away like an angry mob.
As she holds the child to her breast. I wonder?
Will anyone give her a chance to show her best?
I doubt not, being she's not very pretty or neat.
The women and child will probably die on that same dirty street.
A child is born.

The Wind, by Rose Smith

Sometimes I bend the tree's branches and toss their leaves upon the ground.
If you listen closely, you will hear me rustling around.
On calmer days you can see me gently swaying the grass to and fro.
In winter I love to swish and swirl the flakes of snow.
When enraged I can make powerlines wipe and sing.
Snash buildings, hurl, or ransack things.
Of course I really don't do this out of spite.
Although others might.
So please do not fear me.
Because as you can see, I am the WIND.

by Kay Braun

It is about time you go school even if you are sixty-two.
When you are in school you can go to school even if you are ninety-two.
When you come to school you can learn to read and write.
When you cannot read it's hard to live your life.
How to read a book it is fun to do.
That you have to go to school.
You can start school when you are two or even ninety-two.
Now you can go to school. So it is fun to go to school.
How about you come to school?
The teachers are kind and glad to see you in school.
When you come to school.
It is fun to go to school.
They love to see you in school.
A student can go to school when they like to go to school.



Don't Cry!

When you grow up you can be a hard cover too!

Join the SLN!
Subscribe! Contribute!
Volunteer! Write!

Read *Literacy Works!*
Read Our Flyer!

READ!

To become a member for 89-90 fill in the following form: and send it to:

Saskatchewan Literacy Network
P.O. Box 1520
Saskatoon, Sask. S7K 3R5

For More Information or to submit articles call:
(306) 933-7368 (Saskatoon) (306) 789-4542 (Regina)

I wish to become a member of the Saskatchewan Literacy Network

Name _____

Address _____

_____ P.C. _____

Phone _____

LITERACY WORKS

VOL. 1, NO. 2 "SASKATCHEWAN LITERACY NETWORK" June 1990

Computers and Literacy

Compliments of
Sask. Literacy Network

INSIDE

Features: PALS 6, 12, 14, 15
CAST 11
PLATO 18
Question Box 8
Regional News 20
Resources 9
Student Writing 17

A PUBLICATION OF:

Saskatchewan Literacy Network
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Saskatoon, Sask.
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Phone (306) 933-7368

This volume was collectively edited and produced by Hilary Craig, Pat Durey, Nayda Veeman and Erna Wiebe.

Contributors for this edition are: James T. Bradfield, Pat Durey, Marilyn Jenkins, Yvonne Musey Johnson, Gary MCKenzie, Carole Micheals, Natalie Mudri, Barb Onstad, Margaret Plunz, Carlton Scott, Ron Stinson, Rosemary Sturge, Ruth Thomson, Nayda Veeman and Erna Wiebe.

This edition of **Literacy Works** is free of charge courtesy of the National Literacy Secretariat, Secretary of State; Saskatchewan Literacy Campaign; and S.I.A.S.T., Wascana Campus.

Subscriptions to **Literacy Works** will be available in the fall, 1990.

The theme of the fall edition is Workplace Literacy. All submissions welcome.

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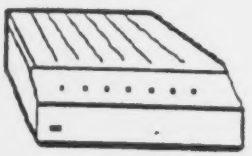
Saskatchewan Literacy Network was established in September 1989. It is a coalition of groups and individuals working for literacy. **Literacy Works** is its quarterly publication and focuses on a different aspect of literacy in each issue.

We welcome contributions from students, practitioners, or anyone interested in literacy. Contact the Saskatchewan Literacy Network, P.O. Box 1520, Saskatoon, SK S7K 3R5 or phone (306) 933-7368.

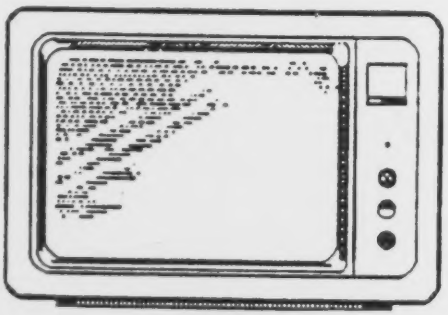
MICROCOMPUTER PARTS

Microcomputer system components and Peripherals

- Computer (CPU)
- Keyboard
- Video Monitor
- Disk Drive
- Hard Disk
- Printer
- Modem

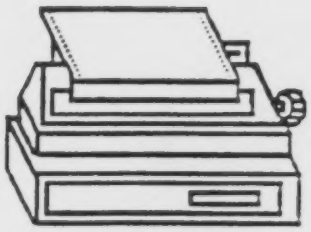


MODEM



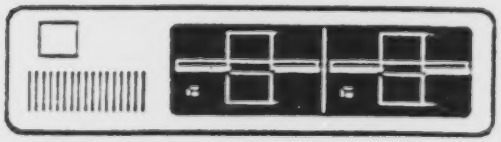
VIDEO MONITOR

FLOPPY DISK

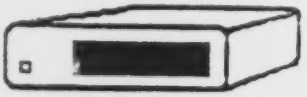


PRINTER

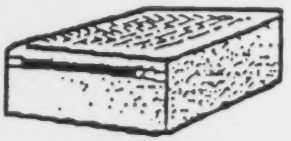
MICRO-FLOPPY DISK



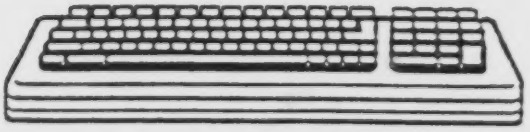
CPU



HARD DISK



DISK DRIVE



KEYBOARD

COMPUTER TERMS

Bit, which comes from the term binary digit, is the basic unit of information in a digital computing system. It may be either the digit 0 or 1.

Byte refers to a sequence of binary digits (bits) operated upon as a unit and usually shorter than a computer word.

Central Processing Unit, or CPU, is the section of a digital computer that manipulates data according to a set of stored instructions.

CAI refers to computer aided instruction or computer assisted instruction. It is also referred to as CAL (computer aided learning or computer assisted learning) or CBI (computer based instruction). The computer is used in the role of a tutor, interactively presenting instructional material to the student.

CBE refers to computer based education. It is also referred to as CBT (computer based training). It is the broad domain in which computers are used to support any aspect of education and training.

CBE is subdivided into two realms: computer assisted instruction and computer managed instruction.

CML refers to computer managed learning. Any number of computer applications relating to the maintenance and analysis of data on learner performance and instructional progress.

Competency Based Education is a system in which any number of competencies (knowledge, skills, behaviours) are specified, learned, and demonstrated.

Course, in CML, refers to a series of related learning and testing events common to a class of students or followed by an individual student over a given period of time.

Courseware refers to the instructional materials used in computer based education. Examples are CBI lessons, electronically stored test or item banks, and module study guides.

Data Base is a collection of information stored in a computer.

Hardcopy refers to information printed on paper rather than displayed on the terminal screen.

Hardware refers to the physical parts, such as the electronic, magnetic, and mechanical devices, that make up a computer system.

Interface is any input or output device. An interface serves as a communication link between a computer and its human operator or a machine controlled by the computer.

Logic Circuit is an electronic circuit that enables a digital computer to compare, select, and perform other logic operations.

Microprocessor is a miniature electronic device consisting of thousands of transistors and related circuitry on a silicon chip. The device is often called a "computer on a chip" because it has all the elements of a central processing unit.

Network is a system consisting of two or more computers connected by high-speed communication lines.

Off-line Testing is an option in CML testing in which student exams are produced and queued to a high speed printer. Students actually write the exams on paper and then log on to the system to enter their answers.

On-line Testing is an option in CML testing in which students take exams interactively on the terminal screen. A question is presented and the student must enter a response before receiving the next question.

Program is a set of instructions to be carried out by a computer to solve a problem.

Software refers to the programs used by a computer to perform a desired task.

Terminal is any device connected to a computer for remote input or output of data.

User-Friendliness of IBM PALS Computers

by Natalie Mudri
Classroom Administrator (Adults)
North West Regional College, North Battleford

I have been working with the IBM PALS program since September of 1989, and still continue to be amazed at how technology can assist literacy students. On first glance at the lab full of computers, students may "freak out", but once they try them out, they see how much fun computers are and how easy they are to operate.

Coming into the lab is a gigantic step for an adult. I cannot even fathom how it feels—unless it compares to how overwhelmed and incompetent I felt the first time I visited my sister, an Intensive Care nurse, in her unit at the hospital. The phrase "being totally blown away" comes to mind. I thought I didn't belong there; I had no idea what any of the machines were, what they did, and what the beeps and flashing lights meant. I felt helpless and inadequate. It really made an impact on me and I think of that situation when new students come into the PALS lab.

The first step is to assure students that they will learn to control the computers. Learners are introduced first to the IBM InfoWindow. They work on this computer for the first half of PALS, so it is important that they see immediately how user-friendly the InfoWindow is. I explain what each of the three units is as I tell about the story they will be listening to, and I go very slowly through the process of starting up the machines.

When I started working with PALS, I thought I would have everyone doing it all by themselves right from the beginning. However, that can be disastrous if someone is scared spitless of computers. Now, I take it easy and show them myself the first time, and their participation depends upon how much apprehension I sense in them. If they seem totally comfortable, I just help with the InfoWindow instructions and on goes the student—full speed ahead!!

It is fascinating to see the reactions of the students once they realize that a laserdisc player will be controlling the computer and monitor—it spins around and information on this record is read by a beam of light. That is really high technology when you stop and think about it! Once the music starts and the story begins, the student realizes that this is something special. It is also then that all of the adjectives come out, ranging from "Wow", "nifty", "awesome", "right on" and "holy smokes", to "How does it do that?" and "It's just like TV!"

When everything gets started up and the students are listening to the story, "The Invention of the Alphabet," they control the pace of the story by touching the screen. The touch screen of the InfoWindow monitor is absolutely fabulous—students know right away that they are in control.

Once students feel at ease with this aspect of the program, the whole room of computers doesn't scare them any more. They are ready to work on the personal computers now. They learn to communicate with the computer through a keyboard, and first learn touch typing before going on to learn very basic word processing.

There are students who are afraid to use the PCs because they don't read well and are concerned about following instructions. Editor Plus is a touch typing program with a typing manual. It uses a linguistic approach. As touch typing is introduced, so are word families. With this disk in the computer, a speech adapter is used so the instructions can be "read" to the learner if he is having difficulty. A student can do this privately with the use

of headphones. The "voice" is somewhat robot-like. Students learn the mechanics of getting the program rolling and soon they do not need to use the speech adapter often. They do use it frequently to have their stories "read back" to them by the computer. This is often quite funny because of some of the strange pronunciations of the machine! Students learn to save their work on their own disks and learn to use a printers. Most are very proud to see evidence of their work.

The second typing program we use is Touch Typing for Beginners. All work is done on the disk itself. I find this to be a much more self-rewarding program, because there is a game at the end of each lesson which challenges the player to achieve a certain speed. The games are fun and the speed game really enhances the learning process.

Technologically speaking, the most remarkable part of PALS is doing the Work Journal on the InfoWindow. The program has embedded within it a series of prompts to help the learner along his way with the phonemes he has learned through the story. This interactive process is sheer fascination! Students work very independently throughout this experience.

Aside from improving their reading and writing skills, students also come out from IBM PALS with touch typing and computer literacy skills. Certainly, they have had much more experience on computers than many adults have had.

There are many benefits of the PALS program, and I have tried to highlight some of the effective ones. Students feel great once they are into the program because they are learning new things they never thought they would. I feel students are very proud to be working on computers. Often they end up being the envy of their friends and family because of their new skills.

"On Our Way"

☆ ☆ ☆ **NEWSPAPER PREMIERE** ☆ ☆ ☆

On Our Way, Saskatchewan's Learners' Newspaper, is coming out in May 1990. This is an exciting step in the development of relevant, locally-produced literacy materials that will contain news articles, lifestyle and consumer information, and learner-written material.

On Our Way welcomes writings from adult learners from around the province. Assistance from educators and coordinators in collecting and submitting material is greatly appreciated.

For information on subscription rates and guidelines for submissions, contact:

On Our Way
Box 3003
Prince Albert, Sask.
S6V 6G1 Ph. (306) 953-3117

THE QUESTION BOX

Question: I've heard about some interesting and useful books and other materials about literacy. Also, I am lookinq for learner reading material. How can I get literacy resources?

—A. Reader, Crocus, SK

Answer: (from Marilyn Jenkins, Co-ordinator, Provincial Library Special Services, 787-3005)

There are 350 branch libraries in Saskatchewan. Anyone can go into the library nearest to their home. You can ask for what you want. If your library doesn't have what you want, they will order it from another library for you. This service is free.

- You can ask for a book if you know its name.
- You can ask for a block of up to 25 books on a subject you or a learner is interested in. You can ask for these books at a certain reading level. For example, you could ask, "I would like some books about people's lives, written at an intermediate reading level."
- You can ask for a "talking" book, which is a book and a cassette tape recording of the book. Ask for an unabridged version. It will give the full text of the book. You could ask for a certain book or for a book about a subject which interests you.

There are some bibliographies (book lists) of literacy materials. The English As A Second Language/Dialect Bibliography is a useful list of books, cassettes and reference material for learners, teachers, tutors and K-12 students. Borrow it from any Saskatchewan library through inter-library loan. Ask your local librarian.

RESOURCES FOR ADULT LITERACY

Using the Computer for Instruction

This is the first of a regular column which will list useful resources to use in literacy and adult education instruction. We will include how you can get the book, article or audio-visual material that we list, if it is not available from the interlibrary loan system. Most resources are available through interlibrary loan from your local library.

Aids to Choosing Appropriate Software

Adult Literacy and Technology: Guide to Literacy Software 1989 ed. available from: The Adult Literacy and Technology Project; 2682 Bishop Drive, Ste. 107; San Ramon, CA 94583, USA

- contains reviews of software by adult basic education and literacy instructors and students for effectiveness.

Adult Literacy and Technology: Software (videotape) available from: Minnesota Adult Literacy Campaign, c/o Cheryl Zaccardi Eastside Learning Center, St. Paul Schools, 740 York Ave. Room 204, St. Paul, MN 55106, USA. (612) 290-8330. $30.00 US.

A Survey of Adult Literacy and Technology Courseware Recommendations Vol. 1, No. 2 of Adult Literacy Courseware: Analysis and Evaluation Newsletter (October, 1989). available from: The Learning Centre, 108 Rideau Street, Ottawa, ON KIN 5X2(613) 239-2687.

- a summary of software descriptions and evaluations from five American adult education and literacy software reviews.

Technology for Literacy Center Software: An Annotated Bibliography. available from: Technology for Literacy Center; Unidale Mall—580 University Ave.; St.Paul, MN 55103, USA.

Turner, Terilyn C. "An Overview of Computers in Adult Literacy Programs," Lifelong Learning. vll n8 p9-12 June 1988.

- discusses current uses of computers in ABE and compares three primary systems available: (l) programmed Logic for Automatic Teaching Operations (PLATO); (2) Computer Curriculum Corp. (CCC); (3) PALS.

Guides for Teachers and Tutors

Askov, Eunice N., "Approaches to Reading Instruction for Adult Beginning Readers," in Maurice C. Taylor (ed.), Adult Literacy Perspectives Toronto: 1989. Available from libraries or Culture Concepts Inc., 5 Darlingbrook Cres., Toronto, ON M9A 3H4.

Imel, Susan. Computer-Assisted Instruction in Adult Literacy Education. Practice Application Brief. ERIC Clearinghouse on Adult, Career and Vocational Education, Columbus, OH 1988 (ED 296 184) Show this to your librarian to order through interlibrary loan.

- provides guidelines for effective use of computer-assisted instruction in adult literacy instruction.

RESOURCES FOR ADULT LITERACY CONTINUED

Leonard, Janet. Wordprocessing and Language Skills: A Practical Handbook for ABE Tutors. Adult Literacy and Basic Skills Unit, London, England, 1987. (ED 292 985)

Smith, Jeanne H. Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program: An Instructional Guide Center for Literacy, Inc., Philadelphia, PA, 1988 (ED 286 046)

- guide for trained tutors who teach adult literacy students on a one-to-one basis using a computer with a word processing program.

General Resources and Useful Magazines

Adult Literacy and Technology Newsletter 2682 Bishop Drive, Suite 107; San Ramon, CA 94583, USA US$15, quarterly.

Computers, Reading and Language Arts Dept. M2, P.O. Box 13247, Oakland, CA 94661-0247, USA.

Computers in Education. Moorshead Publications, 1300 Don Mills Road, Toronto, ON M3B 9Z9.

Desktop Publishing Clip Art. Moorshead (see above for address)

- wide variety of graphics that dress up desktop published work Phone (416) 445-8149 $19.95 + $1.50 shipping.

Swan, Karen and others, "The Use of Comprehensive Computer-Based Instruction for the Basic Skills Remediation of Educationally Disadvantaged Students." available from the Sask. Literacy Network office (933-7368).

- reviews the results of student achievement before and after using 13 different computer-based programs in 26 New York schools.

Turner, Terilyn C. "Using the Computer for Adult Literacy Instruction," Journal of Reading, v31 n7 p643-47 April 1988.

- compiled by Barbara Onstad

CALL FOR PROGRAM PROPOSALS

SECOND NORTH AMERICAN CONFERENCE ON ADULT AND ADOLESCENT LITERACY

LAUNCHING THE LITERACY DECADE: AWARENESS INTO ACTION

Sponsored by the International Reading Association
Banff, Alberta
Banff Springs Hotel
March 21 - 23, 1991

The International Reading Association and collaborating organizations invite you to submit proposals for Symposia, Panels, Workshops and Sessions to be presented at the Second North American Conference on Adult and Adolescent Literacy, Banff, Alberta, March 21 - 23, 1991

For more information contact:
Barbra Onstad, Program Chair, #303-2205 Angus Street, Regina, Sk., S4T 2A3 Ph. 522-1639

CAST

A Computer-Assisted Student Tutorial Project

(reprinted from ABEABE's Groundwork Nov. 1989, p. 9)

by Carlton K. Scott and Ron Stinson
Selkirk College, BC

Traditionally, ABE instructors have experienced difficulty with the integration of beginner level basic literacy students into their programs. As you know, these students require a great deal of individualized assistance from instructors who usually are not able to deliver this level of individualized instruction.

As one response to this issue, we secured special project funds to develop a Computer Assisted Student Tutorial (CAST). Through this, we intended to minimize the instructional time required by these students and thereby improve their accessibility to ABE programs.

Most of our students understand some basic English. They do not, however, write very much, nor do they have computer keyboarding skills. With CAST, many of the instructions are given verbally, through headphone, by the computer. The program allows the use of scripts which we utilized to make the program run automatically. The program moves from screen to screen, prompting for input form the student by way of the keyboard. This input is evaluated and suggested corrections given. There are help prompts and escape buttons which can be selected by mouse. Students are verbally prompted to speak some of the basic words and sentences, although the program does not evaluate verbal input.

Our first module is called Meeting People and introduces words and phrases used in meeting people. Students learn how to say and write basic words such as you, meet, nice, too, hi, and I'm. They use these words in basic greeting sentences such as: "Hi! My name is Maria" or "Hello, nice to meet you." Graphics on the screen display the meeting scene such as on a bus, or at a party.

The complete first module takes from 45 minutes to an hour to complete and can be repeated as often as the student desires. The Linkway program is easy to learn and the individual instructors can learn to modify the modules to meet the needs of their students. Linkway requires about 3 hours to learn enough to build a basic program module.

For hardware, Selkirk College has elected to use IBM compatible machines. One IBM compatible AT computer with hard drive, VGA card, and VGA monitor was purchased for each of our 8 centres. We selected the Linkway Hypertext authoring program for this project because it allows interactivity, can utilize the Covox speech synthesis board, and handles colourful graphics on these machines.

IBM PALS

A Report from IBM PALS in Saskatoon

by Carole Micheals, Instructor
SIAST - Kelsey Campus, Saskatoon

Two half labs with eight students in each are Operating during day-time school hours in Saskatoon. One is presently located in E.D. Feehan High School (separate system) and was located in City Park Collegiate (public system) last semester. It has a different group of adolescent students every period of the day. These students have been recognized by their teachers as being in need of upgraded reading and spelling skills.

The second lab is located at SIAST-Kelsey Campus and caters to adult students who are in one of four classes offered each day. These students have reached PALS mostly through referrals from outside agencies such as RAD Saskatoon, the Department of Social Services, Immigrant Women of Saskatchewan, the Open Door Society, BSD Training and Resources and from existing literacy and upgrading classes within Kelsey. Some students arrive by word of mouth recommendations. I am the classroom administrator for adults. Both IBM PALS labs are fully utilized and both have waiting lists.

Students entering PALS must meet the requirements of a minimum 75 IQ score, must not have suffered brain damage, or have other diagnosed physical handicaps which interfere with learning. Unfortunately, there is no way to know the capabilities of adults before they enter the program.

The average length of time to complete the program is 20 weeks. In the high school system the length of the student's stay has been confined to one semester. The students have aimed at this completion date but those who aren't quite able to finish all the necessary requirements are given a Certificate of Participation. Kelsey students complete the program in 14 to 24 weeks. Those finishing most quickly came from a grade 1-10 adult basic education class. They received one extra hour of instruction (away from computers) each day, and then went on to their normal class schedule. Students who have been attending literacy programs in Saskatoon for many years and who have reached a plateau in their educational development, took longer to complete the program. These students did make gains, but not enough to render them ready for the job market in any positions other than those they have previously tried.

95% of the students are extremely happy with the entire program. Three students showed no interest in key-boarding and found this part of the program frustrating. They opted out, in favour of a reading tutor. Spring called several students back to seasonal employment. These people show great potential and made wonderful progress. They'll be back in the fall. Personal and health problems have drawn several people from the class. These same difficulties have probably caused employment problems in the past.

Improvement has been shown in every case without exception. Significant increases have been made in word attack and word identification levels. Quite often students can read and spell words far beyond their comprehension level (especially noted with ESL students). Students smile broadly when they speak of how they have learned to type and use the computer and word processing program.

Some student reactions to the program are:

> I get it! I always knew the alphabet, but I never knew all those letters make sounds which make words.
>
> —D. (self-employed builder/farmer)

D. also became frustrated for a while and thought he wasn't learning anything. He took a vacation to B.C. and came back to say: "Carole, I could read the street signs in Vancouver, so I guess I have learned something here."

> No one would call an apartment 'Stardust', would he? Is that S-t-a-r-d-u-s-t? Wow! I didn't believe I could be right.
>
> —G. (home care operator)

G. is looking for a different home for his home care business. He was so excited to be able to read the real estate listings.

A proposal has been submitted to run an evening class as well as the full-time day class in September. This is a good step since the program should attract some people who are at the grade 5 to 6 reading level, and these are the very people who show the greatest gains in the shortest time period in the PALS program.

Computer Troubleshooting Checklist

- ❑ Troubleshooter is still calm, cool and collected.
- ❑ Tools ready?

Explain the problem: _____

_____

Problem is isolated in 1 or 2 pieces of equipment by switching identical components from a working system.

Component Troubleshooting Checklist

Cabling

- ❑ Cables plugged in and seated firmly?
- ❑ Pins on cables straight and unbroken?
- ❑ Power Cord plugged into wall outlet?
- ❑ Exchanged with known good cables?

Software

- ❑ Correct software being used?
- ❑ Software compatible with computer?
- ❑ Using correct keyboard responses?
- ❑ Software verified by diagnostic disk?

Computers

- ❑ External power swich on?
- ❑ Self-text registers systems ok?
- ❑ Internal cards seated firmly?
- ❑ Internal cards free of corrosive film?
- ❑ Chips all seated firmly?
- ❑ Micro-switches on cards set correctly?

Moniter

- ❑ External power switch on?
- ❑ Brightness and contrast adjusted?
- ❑ Horizontal and vertical adjusted?

Receiver

- ❑ Set to correct channel for modulator?
- ❑ Tuned in correctly?

Printers

- ❑ Paper jammed in printer?
- ❑ Online switch on?
- ❑ Printer self-test successful?

Disk Drives

- ❑ Paper or labels stuck in drive?
- ❑ Internal connectors seated firmly?
- ❑ Disk drive speed appropriate?

- ❑ Troubleshooter is still calm, cool and collected.

PALS - A NORTHERN PERSPECTIVE

by Margaret Plunz

IBM PALS Administrator
Northern Lights School Division #113
Northlands College

Across the north, many adolescent and adult students share a common challenge. School is difficult and frustrating because many are learning English as a second language. The demands to read, write and spell English at the junior and/or senior high level are great and those who can't cope drop out of school.

PALS is giving these students many new opportunities to upgrade their formal education.and to secure job related skills. Improved self-esteem and self-confidence are two very noticeable personality changes. Last term, a junior high school student was struggling in grade eight and was considered at high risk to drop out of school. However, after completing PALS she improved her reading grade score three levels and successfully.passed Grade VIII. Several adult students have made the decision to challenge the General Education Development (GED) exams and two others have applied to the Northern Teacher Education Program (NORTEP).

Administering the PALS Program in La Ronge is challenging, but highly rewarding. It is great to see such enthusiasm, effort and commitment as the students strive to improve their literacy skills.

Division of Extension and Community Relations

TEACHING LITERACY SKILLS TO ADULTS: EDCCV 461.3 X01 (T1&2)
A 3-credit, independent studies degree course

This course will introduce you to the concept of literacy and its educational, political and social implications. It provides an overview of types of literacy programs in Canada and other countries, program planning and delivery approaches, and methods of instruction. You will learn about the principles and strategies relevant to the teaching of reading, writing and numeracy to functionally illiterate adults. This course will also introduce you to the special needs of adults with learning disabilities and adults who are not native speakers of English. Access to an audio cassette recorder and a 1/2 inch VHS cassette playback recorder is required for this course.

Prerequisite: Second year standing in the College of Education or permission of the Department. **Fee:** The tuition is $174.^{00}$ plus $15.^{00}$ for materials. In addition, a deposit fee of $40.^{00}$ for the VHS cassette tapes is required; $35.^{00}$ of this fee will be refunded when the tapes are returned in good condition. **Dates:** September 1990 - April 1991. **Registration Deadline:** August 15, 1990. **For Further Information** and application forms contact: Registration Office, University of Saskatchewan, Saskatoon (Ph. 966-6725) **OR** Extension Credit Studies, 119 Kirk Hall, University of Saskatchewan, Saskatoon S7N 0W0 (Ph. 966-5563)

UNIVERSITY OF SASKATCHEWAN

PALS - INTERVIEW

An Interview with Joan Bernston, Assistant Manager of the Saskatchewan Literacy Campaign

By: Rosemary Sturge, Cowan Centre
SIAST, Wascana Campus

Joan Bernston, Assistant Manager of the Literacy Campaign in Saskatchewan was interviewed about the PALS literacy program which has been introduced in Saskatchewan to enhance adolescent and adult basic reading and writing skills. Many thanks to Joan for taking time out of her busy schedule to give us this interview.

R.S. What, in general, is the PALS program?

J.B. PALS (Principle of the Alphabet Literacy System) began in September 1988 when Premier Grant Devine signed a $2.5 million agreement with John Thompson, President and CEO of IBM Canada Ltd. to use the PALS program to improve the literacy skills of many Saskatchewan residents, both teenagers and adults.

PALS is an interactive instructional computer program. Learning materials consist of a 132 page workbook, a touch controlled computer screen with an optional voice over system and videodisc. Students work independently with the assistance of a trained instructor, through a three phase program which requires approximately 100 hours to complete. At the end of that time the students learn how to read and write, the alphabetic principle, how to use the computer for word processing, and how to use the typewriter.

The three phases of PALS consist of:

Phase I - Invention of the Alphabet: a story presented in picture book style with narration and dramatization accompaniment which requires about 25 hours to complete.

Phase II - Workbook Phase, which reinforces the audio and visual information the students get from the computer screen and discs and takes another 25 hours to complete.

Phase III - Personal Writing, which is an integral part of the approach to the development of reading skills. The Personal Writing phase takes approximately 50 hours to complete.

Each daily session has two parts. Half the student's time is spent at the computer station and the other half spent touch typing on a typewriter or a word processor.

The aim of the PALS program is to improve the reading and writing skills of adults, to teach the use of a computer and to teach touch typing skills.

R.S. What do you hope to accomplish with the provincial PALS projects?

J.B. We hope to reach 6,000 adolescents and adults in Saskatchewan who need to learn basic reading and writing skills and teach them those through the PALS program.

R.S. Once the three year pilot projects are completed (August 31, 1991), what do you see happening with the PALS programs?

PALS - INTERVIEW CONTINUED

J.B. At this time, I'm unable to answer the question. Our focus has been to put the labs in areas where the need has been identified. We are looking at various alternatives but at the present time have made no concrete plans.

R.S. Do you see any major changes in the way PALS programs are delivered?

J.B. The location for the PALS labs were predetermined in 1988 so these will not be changed. There will be no major changes, although there is an effort to have PALS labs accessible to the incarcerated and native populations who are more isolated. A Word Perfect package has been purchased for each PALS lab for use by the instructor and for advanced students. Instructors are being trained in its use.

R.S. What do you feel are the major strengths of the PALS program?

J.B. PALS is a unique project which cooperates with many institutions in the province. It has provided an approach to literacy training which has crossed many barriers and made people aware of the need for basic reading and writing skills training.

It gives students self-esteem and enables them to learn and feel comfortable with the use of computers.

The literacy coordinators in the province are the front line people for recruiting adults into the PALS program. They are to be commended for their good work.

Students are self-motivated and are independent learners, as the program is student directed.

R.S. What do you feel are those parts of the PALS program which should be changed to enhance delivery to adult students?

J.B. The expansion of the program through summer projects would reach more people.

We need more ideas for recruitment of students into the PALS program and possibly more continuous advertising.

Our laserdises and disc drives are sensitive and can be damaged easily. This has resulted in down time in labs. To overcome that, we have now purchased two extra disc drives and IBM has donated one more. These are kept in the office to be loaned out to those labs who need them while waiting for their own disc drives to be repaired.

STUDENT WRITING

A LETTER

Dear people of the Earth,

Please make me better!

That's the main purpose of this letter.

I'm tired of being used & abused!

Please stop polluting my air!
All I ask is that you stop and care!

Please stop the slaughter!
Please stop the polluting of the water!

DON'T cut down my trees!

Stop using C.F.C's!

You know it isn't fiction or a lie!

If you don't change pretty soon

I'm going to die!!!!!!!!!!!!!!!

By James.T.Bradfield
PALS lab
La Ronge, Sask

Our Environment

These days we are polluting our environment in a number of ways like carelessly discarding harmful chemicals into the drinking water, lakes, rivers, and the air that we breath. Because of this pollution we are also killing off certain species of animals that are needed to construct a fully working food chain. And in order for the world to survive we must learn to control what goes into our garbage disposal sites, and try to recycle more kinds of containers. I am telling you this because I care about our planet, and if more people started thinking about the way we treat our planet, they might also try to do something about it.

Gary McKenzie

New Learning Disabilities Resources

The Learning Disabilities Association of Canada has produced two new videos. These videos will be useful to individuals and families coping with someone who has a learning disability.

Somebody's Kids (1987, 25min., colour) shows the experiences of three 15-year old boys who have learning disabilities.

To Be a Somebody (1988, 35min., colour) examines the adult problems that are associated with this type of disability. The cost of renting these highly regarded videos is $20 each for a two-week period, while you can buy them for $150 each or two for $275. Both are available from the Learning Disabilities Association of Canada, 200-323 Chapel Street, Ottawa, ON K1N 7Z2, Ph. (613) 238-5721.

What is PLATO?

By Erna Wiebe
Adult 5 - 10 Instructor
SIAST - Wascana Campus

The Roach Organization's Local PLATO Delivery System is an instructional local area network that combines computer hardware and software into a comprehensive and flexible system. It combines instruction, management, and testing capabilities to give instructors and administrators the tools to construct and manage programs that are responsive to individual student needs.

The standard configuration includes one file server and up to 50 student workstations. The file server contains hard disks that can store more than 2000 lessons as well as records for up to 1000 students at one time. In addition, space is allocated for customer-owned DOS-based courseware and applications. The file server contains a high- performance microprocessor that controls and monitors all workstations. Workstations can operate as part of the network or as stand alone microcomputers.

One of the most powerful features of the system is called the Curriculum Manager. It allows the instructor to individualize student learning paths, providing material appropriate to individual student skill levels. While students work on the computers individually, the Curriculum Manager component of the file server records vital information on their progress. This frees the instructor to work with individual students requiring additional help.

The routing feature of the system allows access to activities including PLATO lessons, drills, and tests (pre-tests and post-tests); Curriculum Manager options; and other DOS-based lessons and applications. Routing allows instructors to specify lesson prerequisites, review lessons, and sequence lessons. They can also select scoring methods, specify completion and mastery criteria, and control student access to lessons and activities.

A wide variety of reports are available for individual students or groups of students. Report data include: completion status, score/mastery status, time on task, date and time started, date and time completed, date and time last accessed, and number of accesses.

PLATO courseware is designed for students whose learning needs range from basic skills remediation to college level. The PLATO courseware library includes: Basic Skills, High School Skills, Life Coping Skills, Job Search, High School and College Level Courses, and Technical Skills Courses. Some of the courseware was "Canadianized" in 1985- 86 and is currently in revision and upgrade for release in August, 1990.

The Basic Skills Series is designed to provide students with the skills normally acquired in grades three through eight. It is ideal for students who have not reached grade level expectations in reading, math, or language arts, who have not achieved their own educational goals, and/or who need to build a foundation for further educational achievement.

The Basic Skills curicula is objective based. To reach specific competencies or skill levels, students begin with simple objectives and advance to the more complex. A student must master each objective completely before attempting the next. Each student must pass a test to demonstrate mastery of the objectives in a lesson.

In mastering each objective, students encounter a variety of learning methods: Tutorial lessons present new skills; Drill and Practice lessons reinforce the new skills; Review lessons summarize the information and test for student understanding; and Application lessons offer further practice in the new skills.

Instructors may choose either a pre-test/lesson/post test or a lesson/post-test approach. The pre-test method is advantageous since it allows students to "test out" of objectives and move directly to unmastered materials. Students move quickly through the material, avoid frustration, and feel greater success. The lesson/post-test approach better meets the needs of students who have lower achievement levels or those who might experience frustration in a pre-test situation.

The Roach Organization's Local PLATO Delivery System can be a valuable asset in the management and delivery of high quality instruction.

PLATO -
Two Sites in Saskatchewan

The use of computer-based instruction in adult education is increasing in Saskatchewan with the emergence of PLATO - The Roach Organization's instructional local area network.

The Meadow Lake Tribal Council (MLTC) is providing each of its nine remote Local Learning Centres with 2 1/2 months of PLATO-based training. The Local PLATO Delivery Systems are housed in two Mobile Learning Units (trailers).

This education project, called the New Opportunities Project, was established to promote economic development within the Council's nine bands, by meeting both the training needs of band members and labour market requirements. The project, which began full operation in the fall of 1988, is funded for three years under the Canada Employment and Immigration Commission's (CEIC) Innovations program, with additional funding from Indian and Northern Affairs Canada, the Saskatchewan Indian Institute of Technologies, the MLTC and its nine bands.

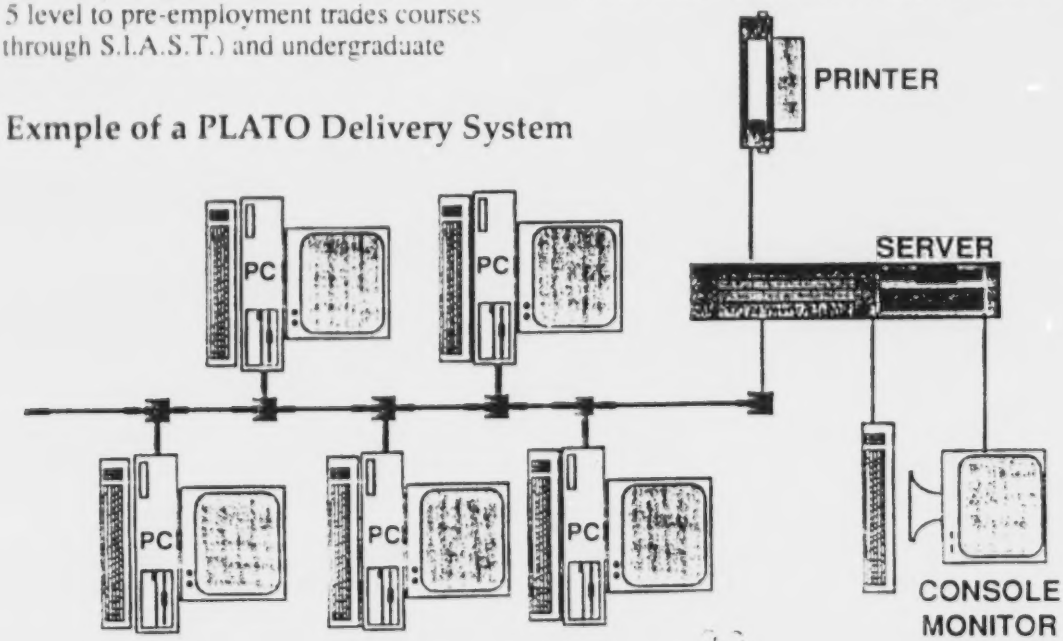
PLATO allows students to progress academically at their own pace in an individualized, open intake environment. Although the majority of students are enrolled in the Adult Basic Education programs, several program options are offered at each centre. These include everything from basic literacy at the pre-Grade 5 level to pre-employment trades courses (available through S.I.A.S.T.) and undergraduate university courses (available through distance learning at Athabasca University, as well as through various extension and correspondence programs of the universities of Regina, Saskatchewan, and Waterloo).

Contact: Peter Mayotte, Director, New Opportunities Project, Box 1360, Meadow Lake, Saskatchewan, S0M 1V0, (306) 236 5654.

Another PLATO implementation, which began full operation on March 5, 1990, has been established in Regina by **Multicultural Enterprises Inc.** Their Adult Learning Centre provides primarily academic upgrading to CEIC- sponsored adults (ages 18 - 25) through the Canadian Jobs Strategy. Following entry testing, each of the 12 learners upgrades academic skills from entry level (minimum of Grade 5) to high school skills level, using PLATO Basic Skills and High School Skills curicula. With a 1 to 6 instructor/student ratio, the two instructor/counsellors work closely with this special client group, checking progress frequently and making program adaptations to meet learner needs. Students build confidence with academic progress and with personal development (life skills) related to employment behaviour. After 25 weeks of upgrading, students options are expanded, including workplacement and Grade XII and G.E.D. challenges.

Contact: Carlo Bizzarri, Manager, Multicultural Enterprises Inc., 208-1911 Park Street, Regina, Saskachewan, S4N 2G5, (306) 522-4493.

One Exmple of a PLATO Delivery System



REGIONAL NEWS

ACROSS THE NETWORK DESK

REGIONAL WORKS

Carlton Trail Region: held a Volunteer Appreciation Night on April 10th in Nokomis to recognize the contribution of volunteer tutors and librarians. The Government of Saskatchewan was represented by **Honourable Arnold Tusa**, Speaker of the House, and **Cathy Burgess** gave a very moving speech on behalf of the learners. If you would like more information about literacy programs in the region contact: **Bill Novak**, Literacy Co-ordinator (Humboldt) 682-2631.

Cumberland: **Grant Wilson**, Literacy Co-ordinator, (Melfort) 752-2786.

Cypress Hills: 50 tutors attended a workshop on Learning Disabilities. **Bobbie Baker**, Literacy Co-ordinator, (Swift Current) 773-1531.

Lakeland: A rally and workshop was on April 7 and was attended by 60 tutors. Volunteer Appreciation was held in conjunction with the opening of the new college facility May 10-12th. The Alberta book launch was on May 10 and the Saskatchewan launch on May 12th. **Rose Brassard**, Literacy Co-ordinator, (Lloydminster) 871-5700.

Northlands: A PALS lab opened in Beauval in January. **Maureen Goffin**, Literacy Co-ordinator, (LaRonge) 425-4314.

North West: The Book Voyage was launched in Unity on Feb. 27th and in North Battleford on March 5th. PALS and other literacy programs will be included in National Access Awareness Week June 10-16. **Ed Merkosky**, Literacy Co-ordinator, (North Battleford) 445-6288.

Parkland: Workshops on Tutoring ESL and Native learners are planned for late May. **Debbie Purton**, Literacy Co-ordinator, (Yorkton) 783-6566.

Prairie West: Volunteer Appreciation Night is planned for June 6th. **Laurie Sim**, Literacy Co-ordinator, 463-6431

Southeast: Workshops on Tutoring the Learning Disabled and Assessing Reading level were held on April 7th. **Io Powell**, the energetic co-ordinator, will be retiring June 30th. You can reach her office in Weyburn at 842-3701.

SIAST: has two new Literacy Co-ordinators - **Patti Peters** (Saskatoon) 933-7590 and **Rosemary Sturge** (Regina) 787-1242

AGENCY NEWS

Multicultural Council of Saskatchewan: will hold its AGM on June 8-10 in Regina. Its 15th anniversary will be celebrated at a formal ball in Regina on Nov. 24th. Contact the MCoS office at 369 Park St., Regina, S4N 5B2, Tel. 721-2767

READ Saskatoon: is pleased to have received a grant from the Sask. Literacy Campaign to start a new literacy program in co-operation with the Saskatoon Friendship Inn. The program started May 1.

Saskatoon Open Door Society: offered sewing and nutrition classes in addition to its usual settlement and language programs this past winter.

NETWORK NEWS

Since the Saskatchewan Literacy Network opened its office doors on Nov. 1, 1989, the staff has been busy updating the mailing list for the monthly flyer and this newsletter, both of which are mailed to over 800 people. This list continues to grow! We have been answering questions about literacy for many people and asking questions of many others in the process of establishing a speakers' list.

The Network has helped several regions to organize training workshops in the areas on learning disabilities and reading assessment. As well, the Network organized a workshop in Regina on Native Literacy and one in Saskatoon in March and featured literacy projects in Saskatchewan as well as information on low achievement in school and participatory literacy. All of these events have allowed literacy practitioners to gain new information both from the speakers and from each other.

The major spring activity for the Network was the provincial Learners' Conference at Echo Valley. This two day conference was planned by a committee of learners and featured 14 workshops and 4 guest speakers. It was the first time that learners from volunteer programs have had a chance to meet in a conference setting with students from adult basic education programs.

For the coming year the Network will be concentrating on developing a directory of literacy resources currently used within Saskatchewan and facilitation the production of new, Saskatchewan-based low literacy materials. As well, it is undertaking the production of a learners' newspaper. This is a very exciting development and long overdue. We also hope to continue to bring together literacy practitioners through learning events on both a regional and provincial level.

If you would like to be more involved in planning and participating in Network activities or would like more information, please contact Nayda or Cynthia at 933-7178 or 933-7368 or drop in to the office in the basement of S.I.A.S.T. - Kelsey Campus, Saskatoon.

The **4th Annual Adult Literacy and Technology Conference** will be held July 18-21, 1990 in St. Paul, Minnesota. The conference is intended for literacy and ABE instructors, co-ordinators, tutors, volunteers, directors, and administrators. Presentation strands are on Evolving Technology, Instructional Software, Workplace Technology, Special Populations, Program Management and Distance Education. Open labs and site visits will be featured.

Contact: Cheryl Zaccardi, Eastside Learning Center, St. Paul Schools, 740 York Avenue, Room 204, St. Paul, MN 55106 Ph. (612) 290-8330

LITERACY PROGRAMS SOFTWARE

Using Computer Software in Literacy Programs

by Yvonne Musey Johnson
Adult Educator - BSD Training and Resources

Choosing appropriate software in the area of literacy is a somewhat difficult task. Firstly, there is a limited amount of software available which is appropriate for basic adult literacy. However, companies are recognizing the needs of this group and the variety of computer programs is increasing rapidly. Implementing computer-assisted learning into a program is not a panacea. It works well with some learners but is hardly appropriate for others. The computer tools are merely an avenue to approach learning but the teacher plays an important role in providing the access to appropriate programs and remediation if necessary. A computer cannot do anything on its own. Quality of the software is only as good as the interaction of the teacher with the student while using the software.

Some suggestions on choosing appropriate programs are:

- Check for the amount of reading required. A high degree and level of reading would only compound the problems of learning the task at hand.
- If working with learning disabled individuals, the graphics should not be too overwhelming or distracting. Superimposed words on pictures can be extremely confusing for students with background/foreground discrimination difficulties.
- There should be built in choices of difficulty levels, lessons and activities. This fosters a sense of control and decision-making for students.
- To avoid discouragement, students should be given second and third chances on questions not only one shot. This also allows students to evaluate their learning.
- Be sure the manipulation of the program commands are not too difficult. Is the student failing because of lack of computer skill or lack of knowledge in the lesson objective?
- Be aware of the maturity level in some programs. Because many programs are written for school-aged children, they are very game-oriented and loaded with childish graphics. Some adults find that a jumping frog in a spelling program is condescending and silly. Other students enjoy this type of fun approach in learning.
- Built in reinforcement is very important. It provides immediate feedback.
- When ordering software, it is advisable to contact software company sales representatives and define what it is that you want a program to do. Many programs offer good drill and practice exercises but cannot teach the skill well or present varied approaches.
- Most companies have a 1-800-number so contacting a sales representative to see what is new on the market is quite simple.

Software Review

The following is an evaluation of five programs I have found very useful in teaching adults:

Touch Typing for Beginners

Publisher:	IBM
Cost:	not available
Computer:	IBM
Subject Area:	Key-boarding
Use:	ABE

Description: This self-guided keyboarding program guides students from home row single keys to sentence writing. It demonstrates finger placement on the keys with graphic pictures on the screen. Each lesson introduces new keys and follows a sequence of introductory teaching, three increasingly difficult practice exercises, followed by a speed game implementing the skills taught and practiced. The management system allows students to continue at the place they left off. It is very important to introduce some keyboarding skills to students since all other software manipulation depends on some knowledge of the keyboard.

Evaluative Comments:

Strengths: It is a solid, no-nonsense beginning keyboarding program that students can use individually. It is very simple and straightforward to use. The students learn how to manipulate the program quickly. I have had great success with this program in introducing keyboarding with students who have some or no previous experience in using a keyboard. The program does not highlight errors or keep going if the students have not hit the target key. This eliminates some of the frustration students feel when they cannot keep up with the program.

Weaknesses: I recommend that teachers formulate a chart for students to plot progress because the management system in the program cannot be relied upon if a student enters their name incorrectly.

Bankstreet Writer III

Publisher:	Scholastic
Cost:	$126.95 (IBM), $180.95 (IBM lab pack - 5 disk, handbook)
Computer:	Apple, IBM (requires 128K)
Subject Area:	Word Processing
Use:	ABE, Grades 2 - Adult

Description: This is an easy to use, inexpensive word processing program that includes an integrated and expandable spelling "corrector" and thesaurus. The program operates on 20, 40, and 80 columns. It includes a simple to use tutorial. The spelling "corrector" offers the options of wild card and

anagram searches. The handbook includes a reproducible student guide for processing and a complete writing curriculum. The Apple version offers exclusive teacher features.

Evaluative Comments:
Strengths: The word processing program is easy enough for beginning students, offers large print (20 col.) for students with vision problems. The menu manipulation is very simple. The writing curriculum offers many useful activities and the handbook is very easy for students and staff to follow. The program produces good quality word processed products.
Weaknesses: I feel there are no significant drawbacks of the program as a beginning package.

Special Needs Pack

Publisher:	Hartley Courseware
Cost:	approx. $429.45 US
Computer:	Apple, IBM
Subject Area:	Grammar, Reading, Math
Use:	ABE, Grades 0 - 8

Description: This software package includes the following 10 programs: Adjectives, Analogies Tutorial, Antonyms and Synonyms, Cause and Effect, Expanded Notation, Fact and Opinion, Integers/Equations I & II, Nouns and Pronouns, Roots/Affixes, and Verbs. The programs offer initial study in all the subject areas. The number of lessons varies amongst programs. The management system allows for modification to lessons, deletion of information, and tracking of progress. The lessons provide instruction and drill and practice. Hartley offers a wide range of software. These programs can be obtained singly or as a package.

Evaluative Comments:
Strengths: These programs are very simple to use. The large clear print is easy to read. The lessons are simple to modify. There is a "create a lesson" feature. Explanations are slow and cautious with branching for incorrect answers.
Weaknesses: Most of the programs are not designed for GED students wanting to brush up on the subject areas. These programs only offer a beginning level of understanding. The programs' simple management systems do not provide enough information to be used diagnostically.

Where In the World Is Carmen San Diego?

Publisher:	Broderbund
Cost:	$34.45
Computer:	Apple, IBM
Subject Area:	Reading, Problem Solving, Geography
Use:	ABE, GED, Grades 4 - Adult

Description: A combination of game and teaching tool, this program can have many uses. As students try to solve a crime, they will have to use a map, look up clues in the World Almanac provided, and use deductive reasoning. As the students move to each location around the world, a famous building in that location is presented on the screen and the students are given some local history. Now there are several Carmen games, including: "Where In Time ...?", "Where In Europe ...?", and "Where in USA Is Carmen San Diego?".

Evaluative Comments:
Strengths: Students must look up information in order to complete the program. It is good training in beginning research, and in this format, students love to do it. Some literacy programs use this program for beginning computer-literacy training. It is a very simple program to use because it is menu-driven and no keyboarding skills are required. Students find the program non-threatening. It is a good group activity.
Weaknesses: The program is difficult to fit into a curriculum. It is also difficult to use in a lab since there is only one disk provided.

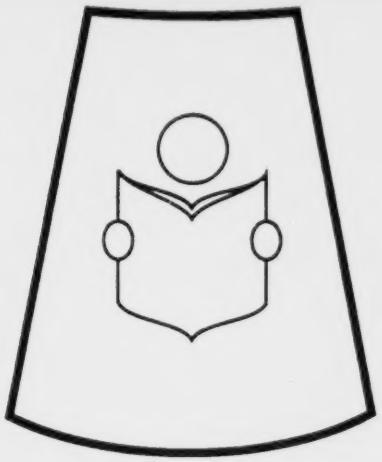
Math Blaster Plus

Publisher:	Davidson
Cost:	$41.59
Computer:	Apple, IBM
Subject Area:	Basic Math
Use:	ABE, Grades 1 - 6

Description: This program provides drill and practice in basic math, covering the areas of addition, subtraction, multiplication, division, fractions and percent. Each area can be practiced in five different types of activities. The program includes easy-to-use editing and test making features.

Evaluative Comments:
Strengths: It is good for math practice drills in all the areas. Students can improve speed and accuracy easily. It provides immediate feedback and offers the students three tries at a question before giving the right answer.
Weaknesses: The program is difficult for students to operate independently since it is very menu-driven. The instructor must spend some time demonstrating how to manipulate the lesson and activities to the students.

(Several of the evaluations were adapted from Adult Literacy and Technology Guide to Recommended Literacy Software, 1989 edition, PCC. Inc.)



SASKATCHEWAN LITERACY NETWORK

offers:

- **Improved Communication about Literacy Events**
  - a monthly information flyer
  - a quarterly newsletter

  Send us your literacy news and we'll publish it!

- **Literacy Inservice**
  - training upon request
  - a summer institute on literacy theory and practice
  - a provincial resource directory

  If you have literacy skills, experience and are interested in giving workshops or talks let us know!

- **Encouragement for Learners**
  - publication of New Adult Writers' works for New Readers
  - facilitator training for selected conference delegates

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"Working and learning together"

If you would like more information on these activities or would be interested in serving on a commitee please contact Nayda Veeman, Project Co-ordinator (933-7178) or Cynthia Provo, Administrative Assistant (933-7368), Sask. Literacy Network, P.O. Box 1520, Saskatoon, S7K 3R5; or drop in to the offices in Room B9.10/B9.14 SIAST - Kelsey Campus, Idylwyld Drive and 33rd St, Saskatoon.

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LITERACY WORKS

VOL. 1, NO. 3 "SASKATCHEWAN LITERACY NETWORK" FALL 1990

LITERACY

AND THE

WORKPLACE

CONTENTS

Workplace Literacy: A Labour Agenda	1
Workplace Education - An Option for the 90's	5
Learning New Skills: Metro Labour Education Centre	6
Literacy at the Saskatchewan Wheat Pool	8
Literacy: Impact on Injured Workers	10
Against All Odds: Workplace Literacy in a Sheltered Workshop	11
Literacy in the Workplace: ESL for Business	12
Literacy Handbook for Rural Saskatchewan	13
Workplace Literacy: A Case Study	14
From the Shop Floor	16
Students Learn Best When...	17
Write On	18
Resources for Adult Literacy	20
Poetry	22
Question Box	22
Network News	23
Regional News	24

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Contributors to this issue: Donna Barclay, Susan Emson, Ralph Ermel, Tricia Fox, Donald O'Connor, Bonnie Pearson, Debbie Purton, Penthes Rubrecht, Lori Stinson, Ruth Thompson, Ruth Wellborn and learners from the Regina Public Library literacy programs.

Saskatchewan Literacy Network was established in September 1989. It is a coalition of groups and individuals working for literacy. **Literacy Works** is its quarterly publication and focuses on a different aspect of literacy in each issue.

The ideas expressed in this publication are not necessarily those of the Board or Newsletter Committee of the Saskatchewan Literacy Network

We welcome contributions from students, practitioners, or anyone interested in literacy. Contact the Saskatchewan Literacy Network, P.O. Box 1520, Saskatoon, Sask. S7K 3R5 or phone (306) 653-7368, 653-7178

WORKPLACE LITERACY: A LABOUR AGENDA

Guest Editorial
by Lori Stinson
Saskatchewan Federation of Labour
With grateful acknowledgement to James L. Turk, OFL Director of Education.

From a labour perspective literacy is not a theoretical issue. For us it is very real. As workers we are the principal victims. James Turk, Ontario Federation of Labour Director of Education, observed...

> It is among us - the working class in Canada -that you will find the direct victims of so-called "illiteracy" - social conditions and educational practices which leave millions without the skills they want and need to function fully in our society.

Some suggest it is pointless to talk about who or what is to blame for the problem. We disagree.

The lack of basic skills is not a problem of individual attitude, aptitude or ability. Virtually all children accomplish the most difficult learning task of their lives - learning to speak their first language - by the age of five. By the time they enter school, almost all children have demonstrated they are good learners. Yet, a few years later, many are labelled as difficult, slow, resistant or stupid. We leave school much more unequal than we entered. This suggests that the problem lies not with the individual but with the fundamental inequality in the structure and operation of the school system.

The widespread lack of adequate literacy skills in Canada is not due to the home, racial, cultural background or the intelligence of the victims. Yet it is almost exclusively working class, immigrant, black and native children who do not acquire the skills and knowledge the school system is supposed to provide.

A long-term solution to this problem will require an end to the class biased streaming which is an integral part of our existing educational system. It will require an introduction of more relevant curriculum material. It will require the adoption of new pedagogical techniques to meet the needs of our children, and it will require more realistic working conditions for teachers - smaller classes, more preparation time, fewer extra - curricular demands. This will require more money for education, not less. Education must become broader, not narrower, and it must be more responsive to the diverse needs of all Canadians.

In the meantime, there is a lot we can do to meet the needs of those who have not acquired the necessary skills in their school years. College and community based programs meet the needs of many. But for many more, none of these programs meets the need.

Workplace programs offer many advantages. The most obvious of these is convenience. Classes in the workplace save travel time. Where they are run partially or wholly on work time, they are even more advantageous for the workers. This is especially true of the millions of women who are in the paid work force at the same time as they remain obliged to be responsible for domestic work at home.

Another advantage of the workplace as a site for programs is familiarity. Many of the people who want to upgrade their abilities in reading and writing and math are reluctant to return to schools. Schools for many workers still produce feelings of anxiety, inadequacy, rejection and irrelevance. To go back to a school as an adult is often difficult. Bringing the educational program to the workplace means adults can learn in an atmosphere with which they are familiar and in which they feel competent.

But, the workplace is not just a different location for adult basic education classes. If one were simply to bring institutional programs into the workplace, the most significant advantages of the workplace would not be realized. The shared experiences, shared backgrounds and shared day-to-day life events of workers in a workplace become invaluable resources for adult

"People must learn to read their reality and write their own history."

Paulo Freire

basic education **provided** the instructor shares the knowledge and understanding of the learners. Although outsiders can do this, the best instructors are those from the group itself.

Anyone can be taught to read letters or words. From a labour perspective that is not literacy in any meaningful sense. One must understand those words and be able to put the information read to practical and creative use in one's life. A co-worker who shares the life experiences of the learners is best able to help accomplish these multifaceted objectives. Few places provide as ideal a location as the workplace to bring together groups of learners with similar backgrounds and concerns. It is a setting where they have a serious longer-term commitment and tangible, practical needs.

In small groups workers can help each other realize their mutual abilities and get rid of the negative feelings they have developed about themselves as a result of other's treatment. It is for this reason that we avoid, where possible, one-on-one and computer self-instruction in our workplace programs. Neither offers the participant a chance to learn with and from other participants. Neither offers a good opportunity for workers to discover through interaction that their lack of literacy skills bears no relation to their intelligence or potential.

In our experience workplace programs work best with the cooperation of the employer while remaining labour-run and participant controlled. The fact that they are not "employers" programs is important. They must be, and be perceived to be, the workers' own programs - dedicated to workers' needs. Too many workplace programs attempt to impose a workplace curriculum. Some go even further by trying to impose a employers' curriculum. It is our view of learning that people only learn when they want to learn, not when someone wants to teach them. Trying to impose a workplace curriculum is as bad as trying to impose any other curriculum.

Effective workers' programs, like any other effective program, must begin with what people want to learn. It makes no difference to us if they want to learn to read the bible to their grandchildren, want to help their children with homework, want to get into a job-related training program, or go on to further their education in college or university. Once we have acquired the skills to read and write better, we can apply them in any endeavor we choose.

Finally, in order to be effective in the long-run, workplace literacy programs need to avoid making unrealistic claims and promises to sell literacy to employers. While a significant number of Canadians lack necessary literacy skills, it is dangerous to overstate the consequences of the problem.

Limited literacy is not a major cause of unemployment - lack of jobs is.

Limited literacy is not a major cause of accidents and disease at work - unsafe working conditions and widespread use of toxic substances are.

Limited literacy is not a principal cause of low productivity - inadequate capital investment, outdated

"Once you have learned to ask questions, you have learned how to learn and no one can keep you from learning whatever you want or need to know."

Ontario Federation of Labour

technology, and poor work organization are.

Limited literacy does not account for Canadian industry's difficulties in international competition - foreign ownership, small research and development budgets, high interest rates and a high-priced dollar do.

We feel it is important to be more realistic about the gains from increased literacy because overstated expectations will lead, over time, to a withering of broad commitment to resolving literacy problems. Better literacy skills would help deal with all these problems, but in a more modest way than many literacy campaigners now promise.

The learners will be the main winners as literacy skills increase - just as they have been the main victims. But there will be spin-offs - largely positive - for those around them - their families, their communities, and their employers.

It is time we made education for all a reality in Saskatchewan. We believe labour-run, workplace literacy and second-language programs have an important role to play in achieving this objective.

By Ruth Wellborn

A Workplace Education program developed at Cypress Hills Regional College has undergone a number of changes, revisions, and improvements.

"A liberating education nurtures empathy, a commitment to community, a sense of self-worth and dignity. It involves people acquiring the knowledge, skills and attitudes necessary for their new community responsibilities."

Fernando Cardenal
Director of the Nicaragua
Literacy Campaign

WORKPLACE EDUCATION - AN OPTION FOR THE 90'S

By Ruth Wellborn

A Workplace Education program developed at Cypress Hills Regional College has undergone a number of changes, revisions, and improvements.

THE PROGRAM

In a nutshell the program involves:

Selling the Idea to Management and Employees. You have to get through the door and sell the idea to management, but in addition you must have support from the employees or it will appear as a top-down decision, and participation and cooperation cannot be forced.

Conducting an Organizational Needs Assessment. Once management and employees are on side and agree to become involved in the program it is important to become familiar with the structure and organization of the workplace. The assessment should provide you with an overall picture including entrance level requirements, existing training policies, and activities.

Setting Up a Learning Committee. This committee should be a cross-section of interested employees from all departments and levels of the organization. This group could assist the Coordinator in determining priorities, adding familiarity and providing the continuity for an ongoing program.

Developing a Campaign. Like any product or service the program needs a way to meet its customers. Not a selling job, but a positive and exciting campaign that will enable you to shape the workplace into a more positive and productive place. It requires leadership at many levels, consistent goals and vision, and effective communication.

Recruiting Tutors and Learners. It is important not to approach this with any preconceived ideas but to ensure that everyone is targeted.

Training Tutors. Tutor training begins when student and tutor sit down to work together. It's important to prepare them as well as possible for this event. Tutors must also be prepared to listen, to help their learners set reasonable goals, and to involve them in lesson planning.

Instructional Techniques. Make sure the tutors are aware of different learning styles, and that their role is that of a facilitator, not a teacher.

Developing the Learning Materials. The environment of any workplace is filled with potential learning opportunities for developing advanced oral and written communication skills. Awareness of the workplace and ingenuity are basic components for creating learning activities from workplace materials.

Tutor and Learner Renewal and Support. The coordinator and learning committee must be able to identify and to respond to possible problems in a learning project. Response should always be proactive not reactive.

Information Management and Evaluation. It is necessary to collect, organize and maintain information of the program, to monitor progress, and to keep track of the changing learning needs identified by the company and its workforce.

THE CHALLENGES

Most employers have never considered the possibility that under-skilled or undereducated employees are costing them money. The factors that most business people consider critical to their viability are:

1) the implementation of the Goods and Services Tax
2) high interest rates
3) effects of free trade
4) the value of the Canadian dollar
5) lay offs
6) plant shut downs
7) the depressed farm economy.

Another major concern expressed is that educators can't possibly understand the problems faced by business, and that these kinds of programs would be more credible if initiated and implemented by the industries involved.

The choice of personnel is vital to the success of a workplace education program. The program coordinator has to be an educator first. Secondly, the coordinator is a salesperson who endeavors to convince managers and employees alike of the value of the program. A third function of the coordinator is that of a negotiator; to help establish the roles, responsibilities and expectations of all parties to ensure success. And of course he/she must be able to monitor the progress of both program's development, progress, and problems.

The need for workplace based programs has been clearly identified, and they are truly a viable option of the 90's , the major challenge we face is how to effectively promote and market these innovative programs to the business and industry leaders of this province.

Ruth is a native of rural Saskatchewan and received her education at the University of Saskatchewan and Brandon University.

Most of her teaching experience was gained in Northern Alberta in Physical Education and Special Education. Since returning to Saskatchewan Ruth has been involved with setting up alternate and modified junior high programs, and is currently Workplace Education Coordinator at Cypress Hills Regional College in Swift Current.

Next Issue

The theme of the next issue of **LITERACY WORKS** will be **"Literacy and Aboriginal Peoples"**. The deadline for submissions is Nomember 9. Your contributions are eagerly awaited! Please send them to:

Hilary Craig -- Literacy Works
124 Champlain Drive
Regina, Saskatchewan
S4S 4Y9
Phone: 585 - 0981 (home) or
787-9155 (bus.)

LEARNING NEW SKILLS

By Linda Young

"I got what I came for -- now I know how to read and write!"

For Robert Newby, a painter at De Havilland Aircraft and member of the Canadian Auto Workers Local 112, one very clear reason brought him into contact with the Metro Labour Education Centre (MLEC). Even though he had been to trade school in Toronto, no one had taken the time to teach him how to read and write. At age 41, married and with six children, Robert decided to become an adult learner.

Not all of the workers arriving into our programmes have as dramatic a story as Robert. Some want to improve their job oportunities or take retraining; some want to relearn basic reading and writing skills that they have forgotten because they haven't used them for many years; still others just want to 'go back to school'.

Since offering its first classes in 1988, MLEC's Adult Basic Education unit has provided literacy, math, English upgrading, computer awareness and blueprint reading courses to hundreds of unionized workers throughout Metro Toronto and York Region. Many of these classes are offered in the workplace - in steel plants, auto plants, hospitals, welfare offices, hotels -- and during working hours. Local unions negotiate with management for these clases to be on full or part-time company-paid time. All courses offered by ABE are accredited by George Brown College, a local community college.

English and Math Upgrading courses are offered to English-speaking workers who would like to upgrade their reading, writing or math skills. It is also offered to workers who would like to learn to read, write of do basic Mathematics. Four different levels of English and Math upgrading are offered depending on workers' particular needs. these courses range from basic literacy -- helping participants to do everyday tasks like writing cheques and filling out forms -- to advanced courses in report writing and minute taking. English courses last for twenty-five weeks, and are usually held twice a week. These courses are offered in workplaces and at the Centre.

Linda Young is ABE Co-ordinator at Metro Labour Education Centre.

These materials are reviewed later in this issue.

FROM THE SHOP FLOOR

Promoting Working Class Writing

Many of the programs offered through the Metro Labour Education Centre are language courses. Helping workers to gain basic literacy skills and be able to express themselves both verbally and in writing are important tools for buinding self-confidence and opening doors to new job possibilities.

For this reason, the Centre promotes the distribution of writings done during our classes with the larger workers' movement. Because the publishing industry is dominated by class interest which are not ours, workers' stories and their descriptions of what happens to them on the job, as immigrants or in their communities rarely gets published. From the shop Floor is a series of books written by workers and for workers which tries to fill this need.

The Centre also produces and publishes curriculum for use in our classrooms. This material is available for circulation in the larger English as a Second Language and Literacy Communities.

Finally, the Centre publishes materials in different languages of interest to workers. Health and safety material, information of a general nature and advertising flyers are all available through the Centre. Other Union Voices, the centre's newsletter, is also published on a regular basis and is available free of charge.

Order form

Please send me the following publications:

Qty	Title	Price
__	In our Own Words	$6.00 ea.
__	I Am On My Way Home	$6.00 ea.
__	Too Young To Retire, Not Too Old To Hire!	$6.00 ea.
__	Unseen Healers	$6.00 ea.
__	Crosswords and Wordgames For Workers	$6.00 ea.
__	Taking Control	$6.00 ea.
__	Working in the Hospital	$12.50 ea.

Please send the order to :

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City:.....

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For orders of $60.00 or more we offer a 10% discount.

Enclosed find a cheque or money order for $_____

Send completed order form to: Metro Labour Education Centre
954 King Street West
Toronto, Ontario
M6K 1E6
Phone: (416) 971 - 5893 or Fax: 340 - 0641

BASIC SKILLS VITAL

By Bonnie Pearson

We have been asked why the Union would become involved in a literacy program for its members. Is this not the responsibility of the employer?

The Grain Services Union is committed to participating in programs that empower the membership. Clearly, the basic reading, writing and numerical skills are of critical importance to today's workers. To that end, programs developed to ensure that our members have these basic skills are vital to the health of the Union.

Workers, through basic skills training, gain the confidence to apply for better jobs, to stand up for their rights at work and, we hope, become Union Stewards. Gaining the confidence to read and interpret the collective agreement is one goal we want people to achieve.

Technology is rapidly changing the nature of work. For present employees basic skills are a prerequisite to being able to retrain and adapt to the new jobs.

Health and safety is another area that we feel will be enhanced by this program. By improving basic skills we provide people with the tools to better protect themselves from hazardous substances and / or dangerous and unhealthy work situations.

For the Grain Services Union basic skills programs are a logical extension of the benefits and services presently provided to our members.

Bonnie Pearson is a senior staff representitive with the Grain Services Union.

LITERACY AT THE SASKATCHEWAN WHEAT POOL

By Donna Barclay

The Saskatchewan Wheat Pool has recently begun to address literacy in the workplace through a Workplace Skills Program.

Literacy is only part of a broader concern with our employees' ability to function effectively on the job. Our stated focus has been on workplace skills, which include reading, writing, arithmetic, critical thinking and decision making. Our goal is to develop and enhance our employees' ability to learn to cope with change.

The need to look at this type of programming was identified initially by our Employment Equity Committee. Our decision to embark on a workplace skills needs assessment was based on the following concerns:

We must equip our employees to cope with change; technological advances and increasing amounts of information must be dealt with on a day-to-day basis. Expectations are becoming higher, and some employees are having difficulty coping. It appears that a Grade 9 level is about the minimum needed for someone to function effectively in society now. It is predicted that by the turn of the century, the minimum level for effectiveness in the work world will be Grade 12, and 70% of jobs will require post-secondary reading levels.

We are moving toward more decentralized authority and decision-making. In order for employees to take on these roles effectively, they must be able to manage information, to think and evaluate critically, and to make decisions effectively. We will need stronger and more effective communication.

It makes sense to improve skill levels of existing staff

and to invest in a more stable workplace, rather than to recruit for needed skills. Trends predict that the Canadian workforce will begin to shrink, and that by the year 2000, 85% of the Canadian workforce will be made up of adults who are in the workforce now. There may be a short supply of skilled labour in Canada.

We have employees who feel "dead-ended" - unable to progress to other positions without improved skills. This affects motivation, job performance, and self-esteem.

Some of our workforce operates in situations where health and safety information play a critical role. Employees who cannot interpret written information have the potential to cause hazards in the workplace.

Many workplace programs are sold on the basis of bottom line - the cost of industrial accidents, lost productivity, and direct training (estimated by the Business Task Force on Literacy at $4.2 billion in Canada). Though monetary costs were not a motivating factor in our case, we do believe that in the long term, development program will affect our bottom line positively.

A Workplace Skills Needs Assessment was conducted on us by the Saskatchewan Federation of Labour using a Secretary of State grant. Management and the Grain Services Union worked closely together, giving strength to this project. Open meetings were held in Swift Current, North Battleford, and Yorkton. The meetings introduced the program and its objectives. Those attending the meeting were invited to complete a confidential interview to discuss changes in their workplace and any desire they might have for skill development or upgrading. The response was very positive. A variety of needs were identified in a variety of locations.

It is clear that there is a need and a desire for skill upgrading. Employees have risked disclosing their needs, and they are counting on help in addressing them. The Employment Equity Committee has approved the recommendation that we request the Saskatchewan Federation of Labour to include us in the second phase of their program, using up to four selected workplaces. This will be a workplace-based, learner-driven program using local employees as leaders. These leaders have been chosen carefully and given substantial training and support.

Research and experience in this field indicates that successful programs are those that are directly linked to the workplace, focusing on the skills that learners are asked to use on the job. The model being proposed provides flexibility and adaptability is a joint effort between union and management, offers expertise and programming to the organization at minimal cost, and gives the employees much control over their own learning situation. A small working group representing both union and management will provide support and information on other programs that may be helpful to workers who don1t have access to the pilot project. Careful evaluation of this project will provide a basis for development of a more comprehensive program.

We see this kind of programming as a bridge into more formal teaching situations. It is our hope that success in this type of setting will encourage employees to pursue further training and to deal more comfortably and effectively with the continuing changes in our organization and industry.

Donna Barclay is a supervisor of human resources with the Saskatchewan Wheat Pool.

LITERACY — IT'S IMPACT ON INJURED WORKERS

By Donald O'Conner

In Canada most people still assume that everybody can read and write. The fact is that more than four million Canadians cannot read and write as well as they need to.

None face this problem more than the workers of this country. Literacy requirements will continue to increase in the future. Research indicates that almost two thirds of the workforce will experience a 20-30 per cent increase in information requirements on the job. Over the next 10 years there will simply not be enough young people to meet the rising skills demands of many of the newly created jobs. Our workforce will be older, on average, and less adaptable.

Low literacy skills create particular stresses in the work place. Older workers who do not have the literacy skills to learn new technologies will be particularly at risk. They are usually very reluctant to be identified and will go to great lengths to hide reading and writing problems.

This lack of literacy skills is not just confined to low skill occupations. A major Canadian airline believes that supervisors' poorly written letters of reprimand, warning, and dismissal are a major source of avoidable grievances, and each grievance costs about $5000.

In many organizations, workers are being given more responsibility for leadership through more equal management practices. This approach to management requires more highly developed written and oral communication skills on the part of the workforce. Literacy of workers, if not rectified now,will become a major problem in the future.

The harsh reality of illiteracy in the workforce is not just confined to able-bodied workers; it is equally faced by workers injured on the job. Approximately 40% of injured workers who suffer a permanent disability are unemployed. There are a number of problems disabled workers will encounter. The obvious one is the disability and work places that are not accessible to a particular disability. The attitudes towards disabled workers must become more positive and realistic. Re-employment laws for the disabled worker must be drafted and become reality. Programs of education and career development must be introduced. For the injured worker to be competitive in the workforce the ability to read, write, and understand is of the utmost importance. Although there has been no specific research done to determine whether or not literacy is a problem in the re-employment of injured workers, there can be no doubt that it does exist. The disturbing question is, " to what degree does it exist?"

The literacy skills needed in today's work place are many. The ability to read, problem solve, analyze and to apply logic to written communication is essential. The need to have basic scientific and mathematical skills is becoming more important with each passing year. The knowledge and the ability to apply that knowledge to the understanding of our economic and cultural environment is of particular importance. To be literate is the ability to "engage in all activities in which literacy is required for effective functioning of his/her group and community and also for enabling him/her own and the community's development."

We must recognize that the problem does exist and we must foster a greater understanding of the issues and a greater commitment by all participants to work together in eliminating illiteracy in the workforce.

THE INFORMATION ON LITERACY WAS TAKEN FROM:

Broken Works-A Special Southam Survey
Literacy and Basic Skills-Training in the Workplace
Adult Illiteracy in Canada- A Challlenge
Canadian Commission for UNESCO

Donald O'Connor is President of the Saskatchewan Injured Workers Association.

AGAINST ALL ODDS

WORKPLACE LITERACY IN A
A SHELTERED WORKSHOP
By Debbie Purton

On January 25,1989, Parkland Regional College and Rail City Industries, a sheltered workshop for handicapped adults in Melville, undertook a joint literacy project which was to be the first of its kind within the prairie provinces.

The response of staff and workshop clients was overwhelming. Several of the clients immediately indicated an interest in improving their current literacy skills, while others preferred to tutor co-workers

Tutor training workshops, sponsored by Parkland Regional College, followed with both staff and clients participating. Within weeks, eight learners were paired with tutors. Lessons generally occurred during the lunch hour, although staff were very accommodating and often allowed some tutoring to take place during work hours.

Eighteen months later, the program has doubled with fifteen clients currently receiving literacy instruction. What has evolved is a "true on-the-job literacy training experience with 95% of the tutoring now occurring on-site during work hours," said Bob Schattenkirk, woodwork supervisor at Rail City.

The benefits of freeing company time for tutoring sessions are immeasurable, Schattenkirk explains. "Clients have become more effective workers within each area." For example, some clients are now able to read their own work orders and can decipher instructions on paint cans.

Another benefit of equal importance is the opportunity of workshop clients, with more advanced skills, to participate in the program as tutors. As tutor/client Gayla Bale states, "I enjoy being a tutor because I feel good when I help people out - especially teaching someone to read and write. It makes you feel good when your time pays off and your learner feels good too."

Michael Bugera, also a tutor/client with the program, reaffirms the importance of literacy training within the workplace. "More people should get involved in helping people who are illiterate because everyone deserves the right to learn. I think the best thing about this program is having someone learn from you. Someone who can read and write gives someone who can't a chance to learn."

These learning experiences are also recognized and well supported by the workshop's board of directors. Gordon Keats, board member, commends the literacy efforts and achievements of Rail City Industries and further adds, "I would like to see all the workshops in the province start similar programs."

The best measure of a program's success, however, is the impact it has on the lives of the clients directly involved. For student Donna Janiskewich the opportunity to improve her reading and spelling skills on the job has meant dramatic changes. When Donna began with her tutor, she was functioning at a grade three level in reading and spelling. Within a year, she had progressed to a grade eight level of achievement. To show her gratitude for the increased confidence and skills she now has, Donna has recently become a volunteer tutor working with other co-workers at Rail City.

Donna's story is uniquely personal and, yet, adequately reflects the "magic" that can happen in any workshop environment given dedicated management, staff and workers who come to believe that anything is possible.

Debbie Purton is the Literacy Coordinator at Parkland Regional College. She has worked in literacy for the past nine years. She is a member of the Learning Disabilities Association.

LITERACY IN THE WORKPLACE: ESL FOR BUSINESS

By Penthes Rubrecht

Employees in Canadian companies who have been trained for business in other languages and cultures often experience problems at their workplace these difficulties are interpreted by co-workers or superiors as language-problems. However, a typical ESL course aimed at improving either reading, writing or speaking skills does not solve these problems. Literacy is defined not only as the ability to read and write, but also the ability to function in a specific environment, in this case the world of telephone calls, memos, meetings, job evaluations

When our ESL Centre was approached by two major companies in Regina to teach a course for their employees who had expressed the need for a better command of English, we interviewed each participant individually and then designed a course based on this needs' assessment. The 28-hour course consisted of four broad areas: pronunciation, conversation techniques, language functions and corporate culture.

As we had anticipated, the presentations and activities dealing with language embedded in culture, such as business etiquette or small talk at coffee break received high ratings on the evaluation forms. Some superiors reported that the employee now seemed more relaxed in one-to-one conversations. Such comments also show the effect of the cultural component of the class.

In our opinion, both employer and employee benefit equally from English in the workplace courses.

Penthes Rubrecht is the head of the English as a Second Language Department at the University of Regina. She is president of the Saskatchewan Council of Educators of Non-English Speakers (SCENES).

HANDBOOK FOR RURAL SASKATCHEWAN

By Grant Wilson

As people associated with Literacy in Saskatchewan well know, home-grown literacy learning material is hard to come by.

Cumberland Regional College has undertaken a project to address this need by enlisting the help of writers in local writer's groups. The idea was to produce a literacy handbook that could be used by individual learners and learner/tutor pairs in rural Saskatchewan. The result was FARMING: WORDS TO LIVE BY.

FARMING: WORDS TO LIVE BY first began as "what if" scribbles on a Literacy Coordinator's notepad in northeast Saskatchewan. Those scribbles grew into a project proposal which was accepted and funded by the Canadian Give the Gift of Literacy Foundation and a National Literacy Secretariat grant provided to develop literacy programs in the province.

But the real work began when local writers from groups in Nipawin, Tisdale and Melfort, Saskatchewan, agreed to write individual chapters of the book with the advice and guidance of the local Writer-in-Residence. These writers wrote and rewrote their chapters over the next months completely on a volunteer basis. They should be proud of their work and their commitment.

From the beginning, this book was to be aimed at farmers who need to improve their basic reading and writing skills. This is NOT because we thought farmers had any more of a problem with illiteracy than any other group of people. It was because farming is an integral part of life in northeast Saskatchewan: the region's economy and lifestyle is centered around it. It made sense to write for the audience we knew the best.

We do not presume to be teaching farmers how to

farm. (In fact, I expect a few unwitting mistakes to be pointed out by the book's future users.) Rather, we are using material that farmers already know very well. Those who need to improve their reading skills can do so by reading about things they are personally involved with every day.

Farming: Words to Live By will be available in September, 1990. Prices have not yet been finalized, but we will be sure to let you know as soon as they are.

For more information, please contact:

Grant Wilson
Literacy Program Coordinator
Cumberland Regional College
P.O. Box 2320
Melfort, Saskatchewan
S0E 1A0
Telephone: (306) 752-2786.

Grant Wilson has been the Literacy Program Coordinator at Cumberland Regional College for two and a half years.

WORKPLACE LITERACY — A CANADIAN CASE STUDY

Condensed from an article

By Tricia A. Fox

An innovative three-year Canadian literacy program has shown the highpoints and the pitfalls of co-worker tutoring in the workplace.

Laubach Literacy of Canada coordinated the program from 1986 to 1989 in three centres: St. Catherine's, Ont., Cape Breton, N.S., and Winnipeg, Man. The objective of the program was to train 300 adult non-readers in their workplaces. The project also sought to evaluate the effect of their improved literacy on productivity, communication, accident rates and employee absenteeism.

While industrial literacy programs are now commonplace in the U.S., the Laubach project was essentially the first federal government-sponsored attempt at addressing adult literacy in a unique and pragmatic manner. Canadian research indicates that illiteracy costs about $4 billion annually through errors on the job, industrial accidents and general inefficiency.

Increased productivity and fewer industrial accidents were cited as the most common reasons that companies agreed to participate in the project. Some personnel managers expressed concern and frustration in dealing with investigations of industrial accidents when witnesses could not provide clear written statements. Employers also wanted workers to be able to produce accurate production reports. Many manufacturers rely on daily production schedules, yet, all too often numbers were inaccurate, placed in the wrong columns or illegible.

Overall, manufacturing companies showed the greatest interest in the literacy project. Over 90 per cent of the companies involved were in manufacturing, while the rest were in the service industry.

The project itself was based on the principle of "each one teach one". The intent was to set up co-worker tutoring sessions in the workplace. "Literate" employees were trained to teach their non-reading co-workers.

A common problem was that often there were not enough individuals trained to meet the demand of those in need. When this was the case, trained individuals from the community were called in to assist.

The most significant stumbling block identified during the project was the fact that employers often acknowledged the illiteracy problem but were not prepared to do anything about it. Many companies seemed reluctant to lose any production time. As a result, tutoring session were not set up during work time, as had been the plan, but were offered after work hours.

A major challenge was dealing with the fact that many potential learners did not want to have their inability to read and write made public. The success rate in attracting non-readers to the project seemed to have a lot to do with the attitude of the management and unions involved.

Learners were more easily recruited when the company displayed a positive attitude. For example, one company, which has a reputation for being progressive in social programming for employees, actively promoted the program. The project was well-advertised, time was scheduled during work hours for employees to hear about the program, and the workers were encouraged by personnel staff to contact them directly. The company also offered to purchase the necessary materials for the tutors and offered a "payback" scheme for any employees who were successful in the program. The result of this company's endorsement of the workplace literacy program was that out of a workforce of 67 people, 15 individuals wanted to upgrade their literacy skills and 17 volunteered to be tutors.

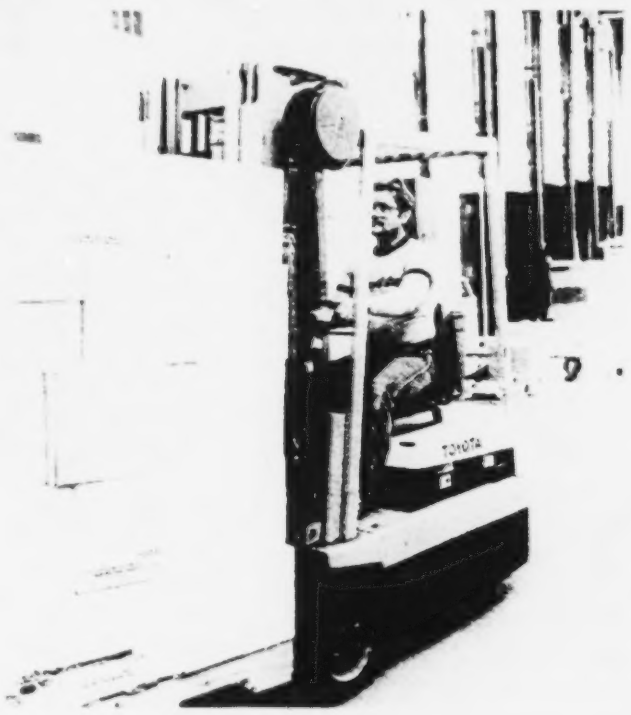
On the other hand, fewer people took part in the program from companies that were less positive and more concerned about loss of production time. As well, those people that did join the program preferred

not to be tutored by co-workers and asked to remain anonymous.

With research indicating that close to five million Canadian adults are non-readers, Laubach Literacy of Canada has undertaken a provocative, innovative program for introducing basic literacy training in the workplace. The benefits of taking the program to the potential learners in their places of work are clear. The challenge is for industry management and unions to commit themselves to implementing workplace literacy training programs in a pro-active way.

The complete text of this article will be published in Education Canada in 1991

Tricia A. Fox was the Winnipeg co-ordinator for Workplace Literacy. She is a doctoral candidate at the University of Manitoba and is currently employed by the Ontario Ministry of Correctional Services.



L.L.C.
EACH ONE TEACH ONE

LAUBACH LITERACY OF CANADA
ALPHABETISATION LAUBACH DU CANADA

Resource Material

The following literacy resource materials are available from Laubach Literacy of Canada:

1.	Video: "The Practical Solution" (10 minutes)	$10.00
2.	A Guide to Setting up Literacy Programs in the Workplace	$10.00
3.	Video: "Workplace Skills Training" (3 minutes)	$10.00
4.	A Guide to Starting a New Laubach Literacy Council	$10.00
5.	Publicity Manual	$8.00
6.	A Guide to Selecting and Supporting Volunteers	$8.00
7.	Student Recruitment Workshop	$8.00

Orders can be sent to: Laubach Literacy of Canada
P.O. Box 298
Bedford, Quebec
J0J 1A0
(514) 248-2898

FROM THE SHOP FLOOR

Review of Materials

By Susan Emson

The Metro Labour Education Centre describes itself as being run by trade unionists who are committed to labour education and working people. The Centre, which is a project of the Labour Council of Metro Toronto, represents 400 local unions. M.L.E.C. offers a range of courses including adult education and English upgrading, and publishes writings by or of interest to union members. The series of short books From the Shop Floor shows the range of H.L.E.C.'s publications as they deal with a variety of different material and perspectives.

In Our Own Words (November, 1988) contains the personal stories followed by related questions, of the students in the first Adult Basic Education English class offered by M.L.E.C. All of the authors were members of the International Ladies Garment Workers Union and had immigrated to Canada.

I Am on My Way Home (June, 1989) was written by Robert Newby, a painter who is in the Adult Basic Education program at H.L.E.C. His story deals with the birth of Frank Benjamin, the seventh son of Robert and his wife Peggy.

Too Young to Retire Not Too Old to Hire - When the Plant Gates Shut On Older Workers (March, 1989) was written by eight male workers, most of whom were over fifty, immigrants and who lost their jobs through plant closures. The workers, who wrote the book while attending English Upgrading classes at M.L.E.C., deal with the frustration and effects of sudden unemployment on the older worker.

Crosswords and Wordgames for Workers (Novemoer, 1989) was developed by instructors and students in the English in the workplace and Adult Basic Education courses at M.L.E.C. The book contains crosswords, word finds and their answers at the beginner, intermediate and advanced levels.

Unseen Healers: A History of Hospital Workers (March, 1990) was written by 37 hospital workers in English Upgrading courses at M.L.E.C. Their book deals with issues such as what makes good management, job safety, childcare, politics, unemployment and discrimination from their perspective as hospital workers.

Taking Control: A Workbook of Workers' Writings (March, 1990) was written by workers in English Upgrading classes at M.L.E.C. The book includes topics such as creative writing, free trade, living and working in Toronto, racism and suggestions on letter writing to make your feelings on issues known.

For more information on the series From the Shop Floor, and other M.L.E.C. publications contact the:

Metro Labour Education Centre
954 King Street West
Toronto, Ontario
M6K lE5
(416) 971—5893

Susan Emson is the Adult Education Librarian at the Saskatoon Public Library and a board member of the Saskatchewan Literacy Network.

STUDENTS LEARN BEST WHEN

Prerequisites of workers' education methods

Students learn best when:	**And so, labour educators should:**
1. They want to learn, are highly motivated and have clear objectives.	Discuss students' interests and objectives and the aims of labour education during the recruitment process and early sessions.
2. They know their instructors are sympathetic to their objectives.	Get to know the students personally and learn about their work and lives.
3. They are treated as adults and equals.	Create a friendly and informal atmosphere right from the start: engage in cheerful greetings; arrange chairs in a semi-circle or circle, etc.; continue to treat learning as a partnership.
4. They see that the subject-matter and the methods are relevant to their lives.	Plan carefully all examples, illustrations and exercises so as to make them relevant to the students' existing knowledge.
5. They can use their experience and existing knowledge in the learning process.	Arrange frequent discussions, especially when moving on to abstract or remote topics.
6. They find that new information and concepts are presented in logical order and step by step.	Plan carefully any information-giving sessions, making use of visual aids and taking advantage of breaks for questions and explanations.
7. They are encouraged to ask questions and argue freely.	Remember that an instructor's general skill in asking questions and analysing the answers is of greater value to the students than flooding them with a mass of information they can get elsewhere.
8. They are active and doing things with a conscious purpose.	Make definite and careful use of direct practice, role playing or simulation exercises
9. They can practise as they learn, and there is repetition and revision.	Use exercises, questions and quizzes, which should never be competitive.
10. They get a feeling of success and progress	Develop the self-confidence of the students by creating a feeling of cooperative group partnership.

Source: C.L.C. Instructor Training Manual

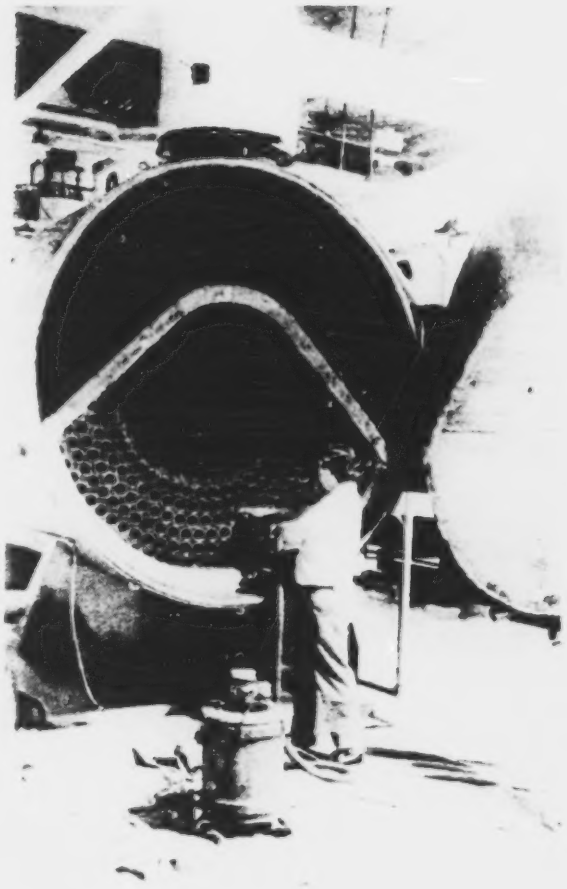
When I was going to school I had to work hard at reading. I was not so bad at reading but my spelling was not my thing. The more I got in to higher grads the more I couldn't spell. Now that I have been going to Pals I've learned a lot and glad I did. Before I would go to see about a job and the last thing I wanted to do was to write out a application because I new I would not get the job because of my spelling.

- Dennis Moffat

I've worked in the kitchen of a Daycare for 23 years. I'd like to try something new. Some jobs are too hard for me, so I will probably stay at this job. My employer is very supportive and helps me when I want to try to learn a new task.

I use to work in a sheltered workshop but it didn't work out so well for me. I am taking P.A.L.S. at the Regina Public Library. I think this will help me find a job in the future.

- P.J.



My workplace is closing down. If I relocate my employer will place me in a new job. I'd like to stay here but it would be hard for me to find a new job. I'll have to decide in a couple weeks. It will be a tough decision to make.

- Dave

I think Literacy would be a good and rewarding thing for anyone who can't read and write. If more companies would have a Literacy program in the place, there would be more people that would come out and face their problem and face up to it. Where I work I thought everyone would make fun of me, so I kept it to myself for five years. Now that I been going to Pals, I'm not scared of what people or any one else says. I'm not the world's best speller but I've been working on it every day. Yes people, if you can't read or spell, go to a Pals program and see what it can do for you.

- Dennis Moffat

BEST COPY AVAILABLE

RESOURCES FOR ADULT LITERACY

WORKFORCE LITERACY

Most of the resources listed are available through inter-library loan from any branch of the provincial library system. If a resource is not available through the library system, its source is included in the notation.

General Resources

Canadian Business Task Force on Literacy. Measuring the Costs of Illiteracy in Canada. 1988. Available from the Sask. Literacy Network office.

*the results of this study give convincing evidence to the need for workforce education and for Canadian business and industry to become actively involved.

Chang, Kathryn, "Literacy and Illiteracy in the Workplace,'- in Maurice C. Taylor (ed.) Adult Literacy Perspectives. Toronto: Culture Concepts Inc., 1989. Available from libraries or Culture Concepts Inc., 5 Darlingbrook Cres., Toronto, ON M9A 3H4 ($29.95 including handling) or from Sask. Literacy Network office.

Des Launers, Bob. "Functional Illiteracy in Canadian Business." Canadian Business Review, Winter, 1989, p. 36-39.

*an excellent summary of the Conference Board of Canada survey that 2/3 of businesses employ staff who lack basic skills. Included are employer attitudes, case studies, and suggestions for action.

Sticht, Thomas and Larry Mikulecky. Job-related Basic Skills: Cases and Conclusions. Information Series No. 285. Columbus: ERIC Clearinghouse on Adult, Career and Vocational Education, 1984. Request ERIC Document Reproduction Service No. ED 246 312 through inter-library loan.

*discusses workplace literacy as reading, writing and computation. It presents three case studies and describes basic skill requirements of the workplace.

The Bottom Line: Basic Skills in the Workplace. Washington, DC: Division of Adult Education, Education Department, 1988. Available from the Sask. Literacy Network office.

*a 50-page booklet that offers practical information to help business and industry apply effective workforce basic skills training practices.

Resources for Program Development

ACCESS Alberta. Journeyworkers. (videotape and support material).

Barndt, Deborah. English at work: a tool kit for teachers (kit). North York: Community Outreach in Education, 1988. Available through inter-library loan from Saskatchewan Education Resource Centre, Regina (call number KIT 428.24 Eng), or for $60 from Community Outreach in Education.

*a kit of very useful new materials for teaching English in a multicultural setting. An explanatory videotape, photo series of 6 workplaces, cassette tape, health and safety cartoon pack, and instructions and notes for teachers and students are included.

Business Council for Effective Literacy. Job-related skills: a guide for planners of employee programs. Business Council for Effective Literacy Bulletin issue no. 2. New York: BCEL, June 1987. Request ERIC Document Reproduction Service No. ED 285 974 through inter-library loan.

*a step by step guide to planning and delivering an effective workforce literacy program, including illustrative case studies.

Minke, Sande. "Workplace Literacy: English in the working environment," Literacy / Alphabetization, 13, 5 (Spring, 1990), p. 2-5. Available through library loan or from the Sask. Literacy Network office.

Ontario Federation of Labour. "BEST for us" (videotape) 15 mins., 1989. Available on loan from Saskatchewan Federation of Labour (phone 525-0197) or for purchase from BEST, Ontario Federation of Labour, 15 Gervais Drive, Toronto, ON M3C 1Y8 (phone 1-800-669-9138) for $10 (union) $15 (non-union). Also available in French "BEST: ça ouvre un Porte".

Soifer, Rena et. al. "The Academy: a learner-centred workplace literacy program," in Arlene Fingeret and Paul Jurmo (eds.) Participatory Literacy Education. New Directions in Continuing Education No. 42. (San Francisco: Jossey-Bass, Summer 1989), p. 65-72.

Fundraising

Business Council for Effective Literacy. Make it your business: a corporate fundraising guide for literacy programs. BCEL Bulletin no. 3, January 1989. Available from Business Council for Effective Literacy, 1221 Ave. of the Americas, 35th floor, New York, NY 10020 (U.S.$5.00) or request ERIC Document ED 308 344 through interlibrary loan.

*intended to assist any level of literacy organization to develop corporate funding for their activities.

Useful Contacts / Organizations

Basic Education for Skills Training (BEST)
Ontario Federation of Labour
15 Gervais Drive
Toronto, ON M3C 1Y8
*workplace literacy project that co-operates with community literacy groups

Business Council for Effective Literacy
1221 Avenue of the Americas
New York, NY 10020, U.S.A.
(212)512-2415
*publish excellent resources about and for workforce education

Linda Young
Metro Labour Education and Centre
945 King Street W.
Toronto, ON M6K 1E5
(416) 971-5893 Fax: 340-0641
*publish excellent resources

Lori Stinson
Saskatchewan Federation of Labour
phone 525-0197 fax 525-8960
*loan resources including Frontier College materials and provide assistance

Ruth Wellborn
Cypress Hills Regional College
phone 773-1 531
*piloting workplace literacy programs

Rachael Weinstock
The Literacy Institute
George Brown College
PO Box 1015, Station B
Toronto, ON MST 2T9
(416)967-1212
*provide training for workplace literacy trainers

THE QUESTION BOX

Question: Several of us would like to get literacy education at our workplace. How can we get it started?

Answer:

Your best bet is to approach your supervisor to discuss the idea. Another idea is to contact the literacy coordinator at your regional college, SIAST campus, Read Saskatoon or the Regina Public Library for information or possible assistance. Some workplace education programs are being piloted at Cypress Hills Regional College (773-1531).

If you work in a unionized workplace, talk to your shop steward or your supervisor about the idea. The Saskatchewan Federation of Labour's workplace skills development program may be able to provide help in starting a program where you work, Contact Lori Stinson (525.0197) for more information.

COMPUTER LITERACY

Computer literacy
Is a big mystery.

It takes days and nights
To learn about bits and bytes.

If I buy a "mouse"
Will it chew up my house?

Will a floppy disk
Put my programs at risk?

Tell me, can you
What is a "menu"?

To me it is all very hazy
The jargon is driving me crazy!

I hope everyone is very considerate
Whilst I learn to be COMPUTER LITERATE!

By: Ruth Thomson

NETWORK NEWS

The Saskatchewan Literacy Network is delighted to announce that it has received funding from the National Literacy Secretariat for 1990-91. The Network will work to broaden its membership base through meeting with business and community groups and will continue to publicize literacy happenings through its monthly flyer.

One of the most exciting results of the provincial Learners' Conference was a plan to form learner support groups in each of the literacy regions. The Network will provide assistance to these groups on request. This could be in the form of office support or in the organization of workshops. The Network will also be supporting the formation of regional literacy coalitions and hopes to assist the regional libraries in their literacy role.

In April, the Network assumed interim responsibility for the provincial learners' newspaper, On Our Way. This paper is written by and for Saskatchewan learners and is produced by a small group of prison inmates supervised by the editor, Sharon Skage. Pine Grove Correctional Centre provides space and office support. There has been a steady demand for subscriptions but the source of future funding is unclear. Every effort is being made to see that this very worthwhile project continues.

The Annual meeting of the Network takes place in Prince Albert September 28th and 29th. At this time, the Board of Directors will be elected and 1990-91 committees will be formed. Please contact the Network office at our NEW phone numbers: **653-7178** or **653-7368** if you would like more information or would like to participate in Network activities.

ACROSS THE NETWORK DESK

1. Regional News

Regional news has slowed to a trickle over the summer. With the start of fall programs, we will again be receiving newsletters so we can pass on the news to you.

Cumberland: held a June workshop Learning Disabilities

Cypress Hills: celebrated World Literacy Day with a flag raising ceremony on September 11th, 1990.

North West: The learners' support group is busy getting organized. They will be meeting on the last Wednesday of each month at 7:00pm, North West Regional College (downstairs). For more information, contact Lynda, tel, 937-3285.

Southeast: will host the literacy co-ordinators conference in October.

(tel. 848-2500)

2. Agency News

READ Saskatoon: celebrated the opening of a new literacy program at the Friendship Inn in Saskatoon on September 8th. This is funded by the Saskatchewan Literacy Campaign.

Open Door Saskatoon: has just published a bibliography of cross-cultural resource materials. It's available for $4.00 from:

Saskatoon Open Door Society
52 - 158 2nd Ave. N.
Saskatoon, Sask.
S7K 2B3
Call 653-4464 for more information.

HAPPENINGS

Newsable * Adult Basic Literacy Experience *

Oct. 16 - location to be announced, Saskatoon, contact Carole Michaels:

933 - 7735. Oct. 17 -Landmark Inn, Regina, contact Nayda Veeman: 933-7366. Introducing a learning tool for adult literacy programs, using the community newspaper as a learning tool. A course manual guides the literacy teacher through the program.

Call for Program Proposals

Second North American Conference on Adult and Adolescent Literacy. "Launching the literacy Decade; Awareness into Action" sponsored by the International Reading Association. Banff Springs Hotel, March 21-23, 1991. Contact Barbara Onstad, Regina: 522-1639.

Workplace Skills Program

The Wascana Centre Authority Management and the Saskatchewan Government Employees' Union have agreed to participate in a Workplace Skills Program developed by the Saskatchewan Federation of Labour. The Program provides for workers to help fellow workers up grade their skills in reading, writing and mathematics. The Program will begin in the fall.

CALENDAR

Oct. 9-12 - Edmonton, "The Literacy Conference: Launching the 90's" Contact; Patrick (403) 422 - 0663

Oct. 14-17 - Ottawa, Ontario, "Freedom to Read: International Conference on Literacy in Corrections" Contact: Shelly at (613) 996-4430.

Oct. 18-21 - New Westminster, B.C., "Literacy 2000: The Next Ten Years" Contact: Phone (604) 527-5479 or Fax (604) 527-5155.

Dec. - "World Literacy of Canada - Development Education Tour of India" Contact: World Literacy of Canada in Toronto - (416) 465-4667.

Subscribe to the **Saskatchewan Literacy Network**, and receive

- monthly newsletters
- 4 issues of **Literacy Works** per year

Subscription rates:	Individual	$10 per year
	Institutional	$20 per year
	Student/Employer	$5 per year

Mail this form with a cheque or money order to:

Saskatchewan Literacy Network
P.O. Box 1520
Saskatoon, Sask.
S7K 3R5

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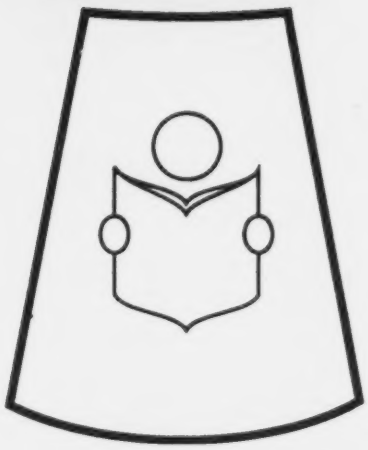


SASKATCHEWAN LITERACY NETWORK

offers:

- **Improved Communication about Literacy Events**
  - a monthly information flyer
  - a quarterly newsletter

  Send us your literacy news and we'll publish it!

- **Literacy Inservice**
  - training upon request
  - a summer institute on literacy theory and practice
  - a provincial resource directory

  If you have literacy skills, experience and are interested in giving workshops or talks let us know!

- **Encouragement for Learners**
  - publication of New Adult Writers' works for New Readers
  - facilitator training for selected conference delegates

"Working and learning together"

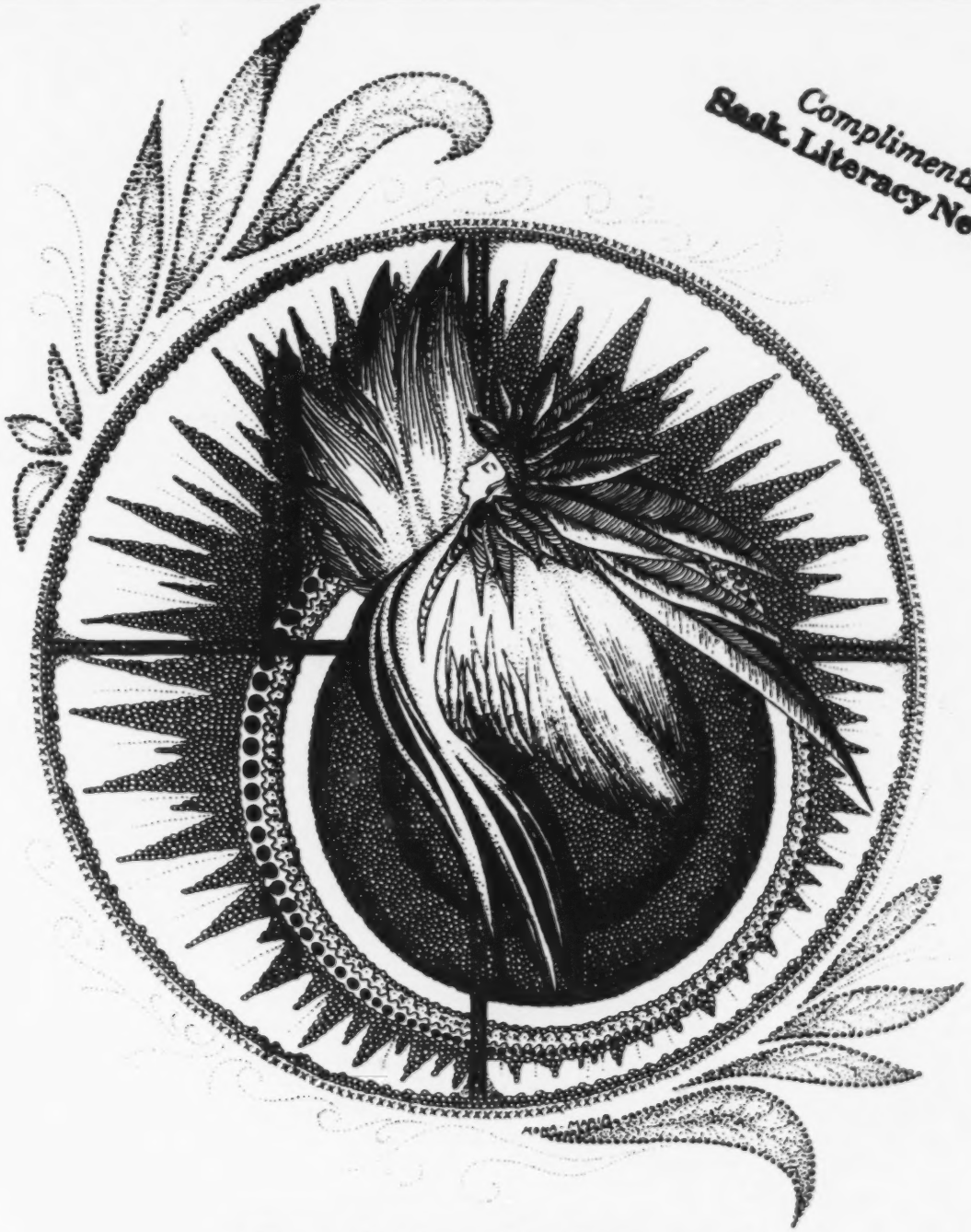
If you would like more information on these activities or would be interested in serving on a commitee please contact Nayda Veeman, Project Co-ordinator (933-7178) or Cynthia Provo, Administrative Assistant (933-7368), Sask. Literacy Network, P.O. Box 1520, Saskatoon, S7K 3R5; or drop in to the offices in Room B9.10/B9.14 SIAST - Kelsey Campus, Idylwyld Drive and 33rd St, Saskatoon.

Supported by the Saskatchewan Literacy Campaign; SIAST, Kelsey and Wascana Campuses; and the Secretary of State, Canada

LITERACY WORKS

Vol. 1, No. 4 A Quarterly Publication of the Saskatchewan Literacy Network Winter 1990/91

Compliments of Sask. Literacy Network



Aboriginal Literacy

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P.O. Box 1520
Saskatoon, Saskatchewan
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Phone: (306) 653-7178
653-7368

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Contents

EDITORIAL: Smoke Signal on Aboriginal Literacy. By Peter Dubois 3
Literacy and Aboriginal People. By Barry McKay. 4
Skills Building Lab for Indian Literacy. By Jack Tarasoff and Gloria Mehlmann 6
Metis Woman Battles Racism in Classroom. By Maureen Marud 8
A Comprehensive Strategy for Aboriginal Literacy. By Dr. Cathy Littlejohn 9
Update on Pine Grove Literacy Project. By Sharon Skage 11
Joe Duquette High School. By John Wandzura 12
The Circle Expanding. By Mona Maria Jacobs 14
The Prize — Poem by Stella Sharman. 15
Saskatoon Friendship Inn: Interview with Doreen Anderson 16
Regina Public Library's Native Literacy Program. By Rick Desjarlais. 17
Native Student Activities Centre. By Myrna Yuzicapi and Brian Gallagher 18
Lac La Ronge Curriculum Resource Unit. By Lois Jordan 19
Write On. Student Writings from Northland College 21
Mic-Mac Curriculum Being Developed. By Theresa Isaac Julien. 22
Resources and Materials on Aboriginal Literacy. 23
Network News 26
Across the Network Desk 27
Book Review: The Aboriginal Literacy Plan. By Bev Cardinal 28

Cover illustration by Mona Maria Jacobs

Collectively edited and produced by:
Hilary Craig, Pat Durey, Jean Nazarchuk, Liz Ormiston, Rosemary Sturge

Saskatchewan Literacy Network was established in September 1989. It is a coalition of groups and individuals working for literacy. LITERACY WORKS is its quarterly publication and focuses on a different aspect of literacy in each issue.

The ideas expressed in this publication are not necessarily those of the Board or Newsletter Committee of the Saskatchewan Literacy Network.

We welcome contributions and responses from students, practitioners, or anyone interested in literacy. Articles and letters may be sent to the Saskatchewan Literacy Network, P.O. Box 1520, Saskatoon, Saskatchewan S7K 3R5, or to Hilary Craig, 124 Champlain Drive, Regina, Saskatchewan S4S 4Y9.

For further information, call SLN (306) 653-7368, 653-7178 or Hilary Craig (306) 585-0981 (res), 787-9155 (bus)

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NEXT ISSUE

The theme of the next issue of **LITERACY WORKS** will be:

Literacy and Health

The deadline for submissions will be **February 9, 1991**. Your contributions on this topic are eagerly awaited!

Please send them to:

Hilary Craig
Literacy Works
124 Champlain Drive
Regina, Saskatchewan
S4S 4Y9

Phone: (306) 585-0981 (home)
787-9155 (work)
Fax: (306) 787-9560

NEW FEATURES

If you would like to add to what was said on other topics in previous issues, we would like to hear from you. In order to promote discussion and debate, our next issue will have a new section called **In The Works**. If you have something to say, let us know. Both articles and letters will be welcomed.

If you have any questions on literacy-related topics, we will try to find answers for you — and inform other readers at the same time. Questions and answers will be published in **QUESTION BOX**.

OUR THANKS!

The SASKATCHEWAN LITERACY NETWORK would like to thank the following people, who helped us to mail out the last copy of the newsletter:

Jim Scarfe and the members of the SIAST – Wascana Campus 5/10 class:

Ann Peterson, Patrick Smith, Rose Landry, Betty Ann Trott, Hamid Mohammed, Nomsa Brehm, Carol Brandon, Ken Anderson, Don Montour, Ethel Littletent, Brenda Tokar and Sybil Pelletier.

Smoke Signal on Aboriginal Literacy

Peter Dubois

Finally we have found something in common with the non-aboriginal community: the issue of literacy.

If we are to find our place in society as equals we need to develop our literacy skills to a far greater degree than we have in the past, as is the belief we have a great contribution to make to the well being of society. The community typically views increased literacy as a key to self determination and as a way to overcome barriers to development. The establishment sees literacy as a means of making gains in efficiency and productivity.

The Aboriginal community is potentially a great human resource for the country and should be given serious consideration for development by literacy agencies and government.

This brings to memory an incident that happened many years ago when my brother first went into the city to find work. He went to the Canada Manpower office to register and was given a job at a local warehouse. He introduced himself to the man in charge and was instructed to wait in the hallway to go with the man who came along with a donkey and help him load and unload. So my brother waited and waited and waited for the man to come along with a donkey. Meanwhile there was a man driving by with a little tractor hauling. He said: "What are you waiting for, why aren't you working?" My brother answered: "I'm waiting for that man to come along with the donkey."

The moral of the story is we need to learn the language and methods if we are to correct anyone's mistakes.

In conclusion I do believe we cannot emphasize enough the need at our efforts being directed to literacy in order to meet our goals of self determination, if we are to give our children's children a better place to live in.

Peter Dubois is the President of the Saskatchewan Literacy Network. He has been actively involved in many aboriginal and educational organizations including the Saskatchewan Indian Federated College, the Saskatchewan Indian Cultural College and Qu'Appelle Valley Friendship Centre.

Literacy and Aboriginal People

Barry McKay

The issue of literacy and it's impact on the aboriginal peoples has often been ignored or misunderstood. Although directed attention should be paid to the cultural and linguistic differences that may cause literacy problems for aboriginal peoples, one should be aware that, in reality, a multiplex of factors may be involved. Often, without this awareness, literacy programs that are currently trying to address the needs of the aboriginal peoples may not be as effective as they might be.

1. **Linguistic Differences:** This would include not only direct "linguistic interference" such as structure of sentences (eg. not all aboriginal languages have the Subject-Verb-Object formation of the English language) which will have vast influence on how Aboriginal peoples may use English. A lot of research shows even though an aboriginal child may only have English as a means of communication, if their parents or grandparents spoke an Indian language, it will still have measurable impact on the English language patterns of the child, and also sociolinguistic patterns. These would include "pause time" in conversations with teachers and fellow students, as well as who controls the topics of conversation.
2. **Economic Conditions:** Some parents simply may not have reading materials in the home, not because of cultural differences, but because they simply cannot afford them. It is not uncommon in a lot of Aboriginal communities to have unemployment rates of 60% to 100%. There simply isn't any money to buy reading materials that are so vital for all children to learn how to read or write.
3. **Nomadic Mobility:** A number of aboriginal children come from highly mobile family situations . . . eg. moving from neighbourhood to neighbourhood, or city to city to reserve. This may mean that aboriginal children never develop consistent patterns of learning, attendance or basic skill acquisition, such as reading.
4. **Residential Schools:** In some aboriginal communities, the influence of Residential Schools has meant there has not been a role model for parenting school age children for three generations, or in other words, within living memory. Some parents may not have adequate role models for parenting. Nuns and Priests were not very good role models for teaching parenting skills.

   The extended family systems of aboriginal cultures means that young mothers would never have traditionally been expected to be the primary caregivers for young children — elders would have provided this. What then happens to a young single mother in an urban area? The residential school experience has left a negative mark upon the aboriginal adult as he or she may be reluctant to get involved in a regular school situation.

The above factors are just a few examples that may contribute to literacy problems for aboriginal peoples. One aboriginal institution called the Circle Project is doing its best to address the literacy needs of aboriginal community. Norma-Jean Dubray-Bryd was good enough to provide some information about the Circles **Project Literacy Program**. The following is a brief summary of her information package that was forwarded to the author of this article. Also included

are some remarks from students who are currently enrolled in the Circle Project Literacy Program.

Since the start of the Literacy Program in December of 1989, through the support and acknowledgement of the Gabriel Dumont Institute, the program has already had some successes.

The Circle Project has set up a resource library for tutors and students so material will be readily available. The lack of computers in the literacy program is a major set back. We would like to use computers to design literacy programs with which aboriginal people could identify. The Circle Project Literacy program should have the same benefits as do other Literacy Programs in the city.

The participants in the Circle Project Literacy Program often come from very low income situations. They face many social injustices and long to better their life. Some participants have never attended school on a regular basis in the past. This situation was due to having a family who moved around a lot. They often dropped out of school at a very young age. "Many of the people in our program are anywhere from age 16 to 40 years of age". They are often afraid to go to libraries or school because of their lack of self-esteem, or what the institutions represent.

The Circle Project feels very strongly that learners must feel safe and comfortable in their educational settings, so they can grow. Enclosed are copies of letters from a few students who are participants in the Circle Project Literacy Program.

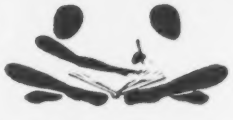
Dear Sir or Madam;

The literacy program has really helped me. I'm a better reader than before. I get more words than before. I can read a lot better to my daughter than before. She loves her mom reading to her.

I want to say to others, "come out and do something for yourself and don't be scared to come out".

March the 31/1990 at the Circle Project. I feel happy about this class. I feel like I'm getting something out of it. I feel when I came to class that I'm looking for Gold in my life. I like the teachers that I got they are nice I would not have other person like them. I feel happier with myself. I feel that if it was not for my daughter I would not be doing this. If it wasn't for you's I would not be here. I feel God was with me when I came about a month ago. I feel that I can see the light. This has opened a door for me, I feel that I was in the dark for a long time.

p.s. I hope you can read my writing and understand it.



Barry McKay is a Metis Teacher at Scott Collegiate School in Regina, Sask. Barry is involved as a teacher-counsellor in the Indian and Metis Re-entry Program. A special thanks to Norma-Jean Dubray-Byrd of the Circle Project for her contribution to this article.

Skills Building Lab for Indian Literacy: A Model

Jack Tarasoff and Gloria Mehlmann

The Canadian population, as a whole, is presently experiencing unacceptably high levels of illiteracy. This condition is even more severe among the Indian peoples, reaching staggering proportions of up to 40–50% of the people at some levels of illiteracy.

The magnitude of the problem of illiteracy demands that initiatives and actions be implemented that will reduce and finally eliminate this debilitating problem. The Saskatchewan Indian Federated College is attempting to take the initiative and to develop a literacy program that will provide materials and expertise that are designed to reduce at least some of the illiteracy conditions. The SIFC including the Department of Education at SIFC, will attempt to identify, through a research program, some of the variables that will, it is believed, provide a sound rationale on which to develop and deliver the program. It is possible that some SIFC Education students might assist in the research phase by collecting pertinent data while they are in their practical placements in schools through the province. The type of data that could be useful in developing a program for improving literacy skills might be:

- What resource materials are available i.e. work/career related materials that provide students with information regarding work/career activities in which Indians are involved — hospitals, forestry, engineering, construction.
- What human resources models are available — who is able to speak to students about the field or work he/she is in e.g. teaching, law, plumbing, etc.
- What are students wishes/desires regarding work/career choice? A questionnaire might be used to collect data — for younger children verbal questions could be asked.

The data could be collected in classrooms, including students ranging from K–12. The focus of the literacy endeavours would then be to produce materials and methods that would motivate students to stay in school until completion of the high school course of studies, and also to help others to develop literacy

skills that were not acquired while in school.

The plague of illiteracy is a persistent and on-going problem and has the insidious aspect of developing into a syndrome of events that fosters perpetuation of the problem, existing from generation to generation. The students fail in their attempt to acquire reading skills to a level that would enable the individual to complete high school or to pursue higher level studies that would have a focus on a career choice. This often is the model which passes on to the next generation.

The failure in the acquisition of adequate reading skills is the result of many variables, among which is relevancy of materials. The development of relevant materials can be achieved through the data gathering efforts (mentioned earlier), through interviews with students, teachers, other adults. The materials would be well-illustrated and content would contain aspects of Indian life, along with aspects of the broader society that are relevant. The materials would of course be field tested before the actual final version would be printed and placed in the hands of trained, competent tutors and teachers.

The development of appropriate relevant materials is but one stage of a literacy program. For materials or equipment to produce the desired results of meeting expectations and achieving goals, there must be personnel who are at once knowledgeable about the materials and knowledgeable about the delivery or teaching process. In other words, there must be people that can effectively present the materials to the learners. This requires a training program for the teachers of the literacy program. The teacher will be taught the content as well as the best methodology for its application. The program will largely be as effective as are the materials and the ability of the instructors to deliver the program of the learner. Success means the involvement of a battery of other dedicated people at many institutions and levels, including the Department of Education, libraries, colleges/universities, schools, reading councils, literacy field coordinators. The literacy program will certainly include all these people for the assurance of its success.

Additionally, the learner must play an important part. There must be a high level of motivation and interest that will sustain the learner over the extent of the program. It is, therefore, critical that the materials are of the highest interest level possible and thus motivational and that the instructors are also motivational and supportive during the time of the program.

There will be, besides the goal of eliminating illiteracy, some side benefits that will accrue from the program. One will be the network system that will be developed. This will have long lasting and positive ramifications, especially the ties the Indian community will establish with institutions like SIFC, Departments of Education, Schools, Bands, Federal and Provincial governments, libraries, etc. The new materials will be culturally relevant and free from bias. This material will be useful in many areas, serving as resource material in Indian and non-Indian

continued . . .

Skills Building Lab for Indian Literacy: A Model *continued*

settings. The materials could be useful in ESL classes and adult self-help groups.

The literacy program outlined above can only have desirable, positive aspects. The program is to be presented at the place where people spend their lives — in their own communities by people who live in the community. The previous experiences of learning in schools where negative situations occurred will not be a problem. People will relate and communicate with people they know. They will read about and discuss conduct that is meaningful and relative. As Paulo Freire stated, "People must learn to read their reality and write their own history."

Dr. Jack Tarasoff is Assistant Professor of Education at the Saskatchewan Indian Federated College. His areas of specialization include Special Education (working with learning problems and disabilities), Remedial Reading and Educational Psychology.

Gloria Mehlmann is Vice-President of Academic Affairs at SIFC. She is a Cree-Salteaux from the Cowessess Reserve in Saskatchewan. Prior to working at SIFC, she taught in Regina and worked as a consultant for Saskatchewan Education.

Metis Woman Battles Racism in Classroom

By Maureen Marud of the Star-Phoenix
(reprinted with permission from an October 24, 1990 Star-Phoenix article)

Racism a Saskatoon Metis woman experienced has prompted her to teach kids how to fight it.

Karon Shmon, public school consultant in Indian and Metis education, has designed classroom materials that deal with elementary school children as a "visible minority".

The material is sponsored by the Saskatchewan and Canadian Human Rights commissions. Premier Grant Devine hailed it as "an effective tool to promote understanding and fairness among all children" when he introduced it in Saskatoon Tuesday.

Aimed at combating race discrimination, it includes a lesson plan that deals with youth as a culture.

"I thought in that way the kids could develop an awareness of how powerful stereotyping is in reinforcing racism," Shmon said in an interview.

The main component of the material is a "letter to the editor". Filled with complaints about youth, it parallels things people say about immigrants, native people and other minorities.

"I'm sick of the health and education tax I pay being used to educate kids. Why should I pay for their education? They could get a job and pay their own way, or get their relatives to help out," are among statements in the letters children will be asked to respond to in the classroom.

"I'm always impressed with how kids make the transfer from themselves to other groups in society," Shmon said. "Spontaneously, a child in the classroom will say, 'That's just the way our Indian people are treated,' or handicapped people, or other minority groups," she said.

"When they are able to feel prejudice against themselves as a group, they have a much greater understanding of the illogical and unfair discrimination other groups have encountered."

Comprehensive Strategy for Aboriginal Literacy:
Literacy Programming for Metis and Non-Status Indian Peoples

By Cathy Littlejohn

Introduction

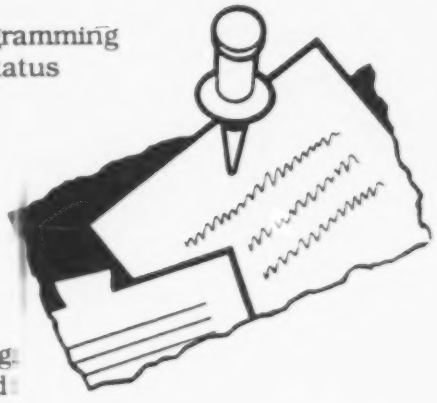
In April 1990, The Gabriel Dumont Institute of Native Studies and Applied Research and the Metis National Council were contracted by the Department of the Secretary of State to conduct research into literacy programming for Metis and Non-Status Indian peoples across Canada. The research was to provide recommendations for action in the areas of policy, programming and strategies for meeting the needs of the Metis and Non-Status Indian people.

Three separate groups were interviewed: personnel in the Literacy Units in the provincial and territorial governments; representatives of Metis and Non-Status Indian organization; and personnel in literacy programs deemed successful for Metis and Non-Status Indian peoples.

Findings

The study concluded that the Metis and Non-Status Indian peoples are not being well served by the Canadian Literacy Campaign as it is now structured. There is a lack of knowledge of Metis and Non-Status Indian peoples among officials in charge of literacy programming at the provincial and territorial levels. There are no formal structures in place for involving Metis and Non-Status Indian people in the design, development, delivery or evaluation of programs to meet their needs.

There is no policy development for literacy programming for Aboriginal peoples. Policies do not presently exist in the areas of Mother Tongue Literacy and English as a Second Language for Metis and Non-Status Indian peoples. Furthermore, there is no long-term fiscal commitment to literacy programming for Metis and Non-Status Indian peoples.



Existing literacy programs lack a philosophical base and there is little research or evaluation data to guide Aboriginal literacy programming. There is a recognized lack of appropriate materials and curricula and the approaches being used are rarely supported by existing research on learning styles, teaching styles, orality and writing processes and Aboriginal peoples.

Defining Literacy

It was found that a variety of definitions of literacy are in vogue. However, many of the concerns of the Metis and Non-Status Indian peoples are not taken into account. The old assumptions of school and adult education programs which failed the Metis and Non-Status Indian peoples must be challenged. The process of defining what is needed in literacy programming must be determined by Metis and Non-Status Indian communities.

From the research, it was established that any literacy programming involving Metis and Non-Status Indian peoples must:

1. Recognize the existence of a variety of literacies within Aboriginal communities;

continued . . .

Comprehensive Strategy for Aboriginal Literacy *continued*

2. Recognize literacy programs for Aboriginal peoples as cross-cultural experiences;
3. Recognize the tensions between orality and literacy;
4. Recognize that non-literate peoples have different language usage methods, concepts and techniques than English and French writers;
5. Recognize that the teaching of essayist English is a narrow restricted training in English literacy;
6. Recognize that literacy is not new to Aboriginal communities and that resistance in the present context is related to a system which has forced English or French language literacy at the expense of the Aboriginal languages;
7. Recognize that there is resistance to literacy within Aboriginal communities based on the threat to cultural identity posed by the values of an outside culture bound within English and French language literacy;
8. Recognize that there are serious differences of opinion within Aboriginal communities on the costs and benefits of English and French language literacy;
9. Recognize the rich heritage of oral and literate language experience that Aboriginal peoples possess;
10. Recognize that issues of English and French language literacy cannot be considered in isolation from issues of Aboriginal language retention, retrieval and renewal.

Dr. Cathy Littlejohn is a Senior Research Officer at the Gabriel Dumont Institute. She has worked with the Aboriginal people of Saskatchewan since 1973. She has been involved in writing key policy documents in Aboriginal Education for the Department of Education, such as the ***Background Paper on Native Education****, for the Minister's Advisory Committee; the* ***Plan for Native Curriculum Development****; and the recently released* ***Aboriginal Teacher Education Mission Statement and Background Paper*** *for the College of Education, University of Saskatchewan.*

Update on the Pine Grove Literacy Project

Sharon Skage

The last few months have seen an increase in activity in the Pine Grove Literacy Project. The "plain English" newspaper published in the project, **On Our Way**, has truly become a provincial learners' paper, with a steady rate of subscriptions being sold, and submissions coming in from students around the province. The majority of the articles are still written by the women in Pine Grove, and over thirty women have now benefited from the skills training involved in working in the project.

The Saskatchewan Literacy Network has purchased two more computers and a new desktop publishing software program for the project. The new equipment will make a very positive difference in the production of the newspaper.

Wanita Koczka, Deputy Director of Operations at Pine Grove, and Sharon Skage, editor/coordinator of the literacy project, made a presentation at the international conference on literacy and corrections — "Freedom to Read" — in Ottawa in October. The presentation focused on the development and operation of the project, as well as on how corrections and community agencies can work together.

Sharon Skage has been involved in the Literacy Project in Pine Grove since May of 1989. She holds a Bachalor of Arts degree in English, and has worked primarily in the field of writing and communications.

SECOND NORTH AMERICAN CONFERENCE ON ADULT AND ADOLESCENT LITERACY

Launching the Literacy Decade: Awareness into Action

March 21, 22, 23, 1991 — Banff, Alberta

- Plan to attend **Launching the Literacy Decade** where teachers, researchers, administrators and others from all parts of North America will gather to discuss family literacy, instructional strategies, innovative programs, workforce literacy, ABE/ESL and GED, at-risk adolescents, special needs learners and other literacy issues.
- Participate in **action plans** for future directions in adolescent and adult literacy.
- Speakers include Marie Clay (prevention/intervention in children's literacy), Stephen Lewis (international social issues and literacy), Terilyn Turner (computers and literacy), Ron Scollen, Audrey Thomas,, Richard Darville, Pat Rigg, Judith Thelen, Lorri Neilsen, Peter Calamai, Ruth Norton/ and many more!

For more information:

Barbara Onstad Tel: (306) 522-1639

Or contact the **International Reading Association**
800 Barksdale Road, P.O. Box 8139
Newark, DE 19714-8139
USA (302) 731-1600 (Ext 31)

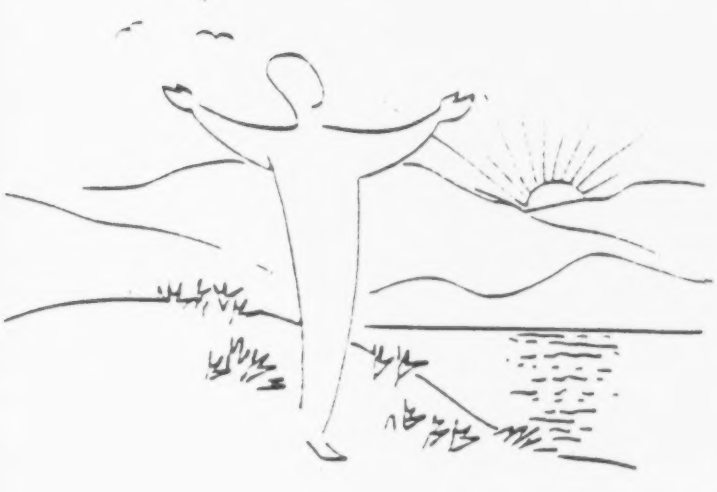
Joe Duquette High School

In the fall of 1980 the Saskatoon Native Survival School, renamed Joe Duquette High School July 1989, opened its doors for the first time. The small school had big ideas, expectations and dreams for Native youth who dropped out of other schools. The parents and staff believed that our students could succeed if the school provided an environment that emphasized and built on traditional Indian values. The new school of 45 students adopted these values and over the decade expanded to accommodate 130 students in upgrading and Senior Matriculation Programs.

How did this growth occur? How did a project with an initial commitment of less than two years gain a future? I believe the answer is simple, yet profound.

The school continues to meet needs, create expectations, and enable dreams to form in the minds of students, staff and parents.

To explain this concept, an analogy of our school and a blanket will be used in this article. The blanket has great significance in the Native culture. The **pattern**, **weave**, and **fabric** of our school will be highlighted.



Initially, an observer of the blanket notices the **pattern**. Daily pancakes hit the griddle at 8:15 a.m. and a variety of activities keep the students going after school. The 9:00 to 3:30 day is broken up with a 15 minute coffee break in the morning and a 35 minute lunch break. Lunch is provided free of charge to all students. Contrary to earlier thought that our students needed a shortened day, the length of the school day continues to expand. The longer school day appears to be one factor that has increased student attendance and motivation.

The pattern of our school also shows four upgrading groups and three secondary classes. The upgrading program offers students 30 level credits for senior matriculation.

Looking beyond the pattern, the observer will note our school's **weave** is extremely flexible and resilient. Mobility, or the coming and going of students is often caused by factors beyond the school's influence, consequently teacher and program flexibility is necessary. Approximately 60% of the student body remain in school for the course of a year.

Our flexible approach is geared to the individual, holistic, and student goal driven. Student growth and success is continually reinforced by:

1. **Belonging:** A sense of belonging to our school is crucial. The smallness of the school, cooperative learning, group building activities and special events are factors that foster it.
2. **Modelling:** Senior students provide real examples of success for new

students attempting to reinvest in their education. Upgraders work with fellow students who have overcome the same obstacles and constraints and soon realize gaining a formal education is possible.

3. **Link:** The community provides a necessary link with reality and the future. The Saskatoon Indian Metis Friendship Centre, Y.M.C.A., Saskatoon Indian Federated College, and other community organizations willingly support and enrich the school's educational opportunities.

The pattern and weave of our school would be lifeless, and suffocating, if it were not for a set of beliefs that form the **fabric**. These beliefs are the cohesion, the strength and the heart of the school. These beliefs may be summarized in the following statements:

1. **Worth:** Belief that Indian people and their way of life has made and continues to make a contribution to mankind. Self worth is vital in each person's life.
2. **Circle:** Belief that learning is a circular process not a linear one. Each day attention should be paid to all aspects of our lives: emotional, physical, intellectual, and spiritual.
3. **Community:** Belief that growth or change is a community responsibility. The honour of one is the honour of all.

   There is not a single answer. Rather, the answer lies in the process of discovery. The way people live their lives is more important than time, money, and other material attachments. Naturally, harmony with oneself and others is treasured.
4. **Personal:** Belief that teachers, like parents, have an opportunity to greatly influence students' lives. A personal relationship is essential in the teaching process.
5. **Leadership:** Belief that leadership is the empowering of fellow workers, classmates, or partners. Leadership is not self-centred.

Our blanket, like countless others, is a gift and a statement of hope and appreciation. Our blanket is a gift to the countless Native students that desire another chance. Our blanket is hope for the Native parents that want the opportunity to participate in educational decisions. And our blanket is a testimony to Indian values which have a place in our educational institutions.

To dream and to have an opportunity for a better life is the right of all children. Our school hopes to contribute to that ideal.

Respectfully submitted on behalf of all students and staff. — John Wandzura, Principal

The Circle of Life

The Circle of Life is a symbol of wholeness for Indian People . . . for all people. It includes the Physical, Spiritual, Emotional and Intellectual aspects of life. There is no beginning or end and no area of greater or lesser importance. It expands on contracts and has been described as the Vessel of the universe.

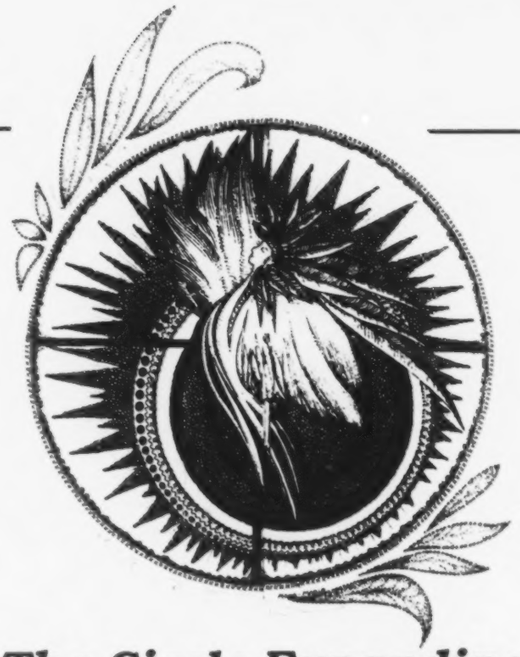
I was born to a young Metis mother and was adopted into a Non-Native family as an infant. I was not exposed to Native ways or beliefs. A change has occurred within me. A special part that has been lying dormant is awakening and with this happening I am experiencing a special era of personal growth. I have feelings of wonder, uncertainty, curiosity, fear, sadness and many times the sensation of being in a cultural limbo. At times I have felt shame when I acknowledge how easy it has been for me to be either Native on Non-Native at my convenience.

The roots of my beginning are Native. I can feel this now in my art and music. I have lived a Non-Native life and for me my Circle of Life is expanding to enrich my life with the power of being Indian. That part of me I will treasure as I live and continue my quest.

I see the circle expanding for me and those like me . . . and for Indian People as we begin to learn of the ways of others. These ways we need to understand to become whole.

By Mona Maria Jacobs

Mona Maria Jacobs is a nurse, employed by The City of Regina Health Department as Coordinator of The Sunrise Health Program. The program offers services to People of Indian Ancestry. Mona enjoys expressing herself through art and music and has the unique opportunity to use these skills in her work.



The Circle Expanding

Once dormant, resting in dark silence, my spirit waited.
Now, my wings are unfolding.
The wings are knowledge and understanding.
They will become colorful and grow strong
and they will carry me outward as my circle expands.

Right now . . .
I look at you
Looking at me
And I wonder . . . I wonder
Who you think you see.

Can you see my spirit?
. . . see me growing in pride?
the power within me, deep inside?

I must watch and listen, be patient
sift through many cultures and beliefs.
We must unite our ideas and learn together what is right and good.
I must watch you grow
and hear your wings unfold in beauty and strength and learn.
and you must watch me.
I will look at you
looking at me
And I will wonder . . . I wonder
What will you see?

By Mona Maria Jacobs

Prize

The face is dirty, peanut butter smears.
He grins and I see the gaps.
I pull him close to Kiss goodby.
Careful now, don't want any peanut
butter on my hair.

Quick, swallow some coffee.
Grab the books and head
out the door.

Forget the dishes on the counter,
Try not to think of smiles and
Kisses missed.

Gotta, Gotta work hard.
Keep my eye on the prize
Don't let tired slow me down.

Stella Sharman

Stella Sharman is of Metis ancestry with three children and a single parent by choice. She is presently employed as a Registered Nurse with the City of Regina Health Department in a pilot project which will deliver an A.I.D.S. education and prevention message to street-involved youth, sex-trade workers and injection drug users.

Saskatoon Friendship Inn:
An Interview with Doreen Anderson

Doreen Anderson, co-ordinates the literacy program at the Learning Centre at Saskatoon Friendship Inn. Sponsored by Read Saskatoon, the program is directed to native adults. Doreen has had a long history of working with native people.

Q Doreen, you've worked with the learning centre since it opened in June. What are a few of the highlights of your work so far?

A It's seeing the look on a new reader's face when they understand that they can read the "men" or "women" signs on the washroom doors; it's seeing someone go on to other existing programs.

When you work with people who can't read or write, you also learn to appreciate your own literacy, which you took for granted before.

Q How many people has the program served since June?

A We have had 25 students register with many others dropping in or calling to talk about their learning needs. Other than helping people with reading and writing, or math, I also do quite a bit of promotion work, going out into the schools and organizations to tell people about the program. I have 25 volunteer tutors.

Q What can you tell me about the people who are coming into the centre?

A Read Saskatoon decided to set up the centre because they weren't reaching the Native People. They spoke to Native organizations, and found that Friendship Inn had offered space for this program.

Our students are mostly natives in their 40's and 50's. They tend to have problems with self-esteem, partly because of their illiteracy. They don't want people to know that they can't read, a few have asked me to close the blinds so passers-by won't see them in the Learning Centre.

For a lot of the students, illiteracy is the least of their problems. Poverty, apathy, and unemployment are serious problems, but illiteracy and poverty go hand in hand and often literacy skills are a stepping stone to other training and employment.

It's crucial that we are sensitive to the needs of our students; respect is the most important emphasis of our program. Often the students can't read because of the way the school system treated them; respect was not offered when they attended school. The school programs would not adapt their needs, which included time off for hunting and trapping. The students needed part-time schooling but the schools wouldn't modify their programs. At the Learning Centre we adapt the program to fit their needs.

Q I understand you work with volunteer tutors. How is that working out?

A It's important for the students to see their tutors as role models. Tutors include students in native law and native social work, and students in the ITEP program. Seeing their tutors active in the education system gives the student something to aim towards. Learning from a native rather than a non-native lawyer definitely makes a difference. I always consult with the student so that we find a tutor that they are comfortable with. I offer them a range of people to work with as tutors.

"For a lot of the students, illiteracy is the least of their problems."

The tutors also have to be aware of what is required in teaching literacy. Most important they should have respect for these students. These people have a lot of basic life skills, they deserve a lot of respect.

Right now we also have a writer-in-residence working here. James Tyman, author of the bestseller *Inside Out* spends a couple of hours here every day ready to answer questions. He has his word processor here, too, and is working on his second book. He is a good example for the students.

Q You have been at it for about six months now. How would you assess the success of the project so far?

A When I started I was thinking that we could help coach hundreds of people. People were telling me to lower my expectations, that I would be lucky to work with ten people in six months.

I have certainly had more noticeable success in other fields that I've worked in. A few of the students are quite ambitious, maybe 20% are willing to work at it over a period of time. It is a slow process.

Regina Public Library's Native Literacy Program

Rick Desjarlais

The Native Literary Program, initiated in September 1989, is designed to provide assistance to the aboriginal community of Regina. The program is funded by the Provincial Literacy Council and is programmed through the Regina Public Library.

The Native Literacy Program recruits tutors and learners within the aboriginal community of Regina. The program trains tutors, matches tutors with learners on a one to one basis and provides tutor/learner partnerships with the necessary follow-up support.

Learners in the Native Literacy Program are between the ages of twenty and fifty plus. The educational levels range from grade two to grade ten. Most of the learners in the program have set goals for themselves, with the greater number wishing to acquire their General Educational Development Certificate. These learners are people who are employed, unemployed, enroled in an adult education program, or just want to improve their skills in reading and writing. As of September 30th, 1990 there were forty learners registered in the Native Literacy Program; twenty-one of these learners were actively working with a tutor.

The Native Literacy Program and SIAST are currently in the process of developing a referral system in which people from the Adult Basic Education programs could

continued . . .

Regina Public Library's Native Literacy Program *continued*

acquire a tutor from the Native Literacy program and may be either waiting to get into an upgrading program or already in one. If they are already in an upgrading program, their chance for success may improve with the help of a tutor. This referral system has already been successful with a small number of learners.

The Native Literacy Program is gradually developing a bibliography of Aboriginal material and broadening the Adult Literacy Collection at the Regina Public Library. The development of an Aboriginal Resource Centre within the Regina Public Library will have a positive effect upon the delivery of literary services to the Aboriginal community. The Regina Public Library's Native Literacy program has the possibility of progressing into a program that could assist aboriginal communities on a provincial level.

Rick Desjarlais is the Coordinator of the Regina Public Library's Native Literacy Program; he received his B.Ed. from the University of Regina where the specialized in Cross-Cultural Education, Indian Studies, Social Studies, Reading and Language Arts.

Native Student Activities Centre

The Native Student Activity Centre is being piloted at Kelsey as a measure to provide Aboriginal Students with culturally-specific support services.

Renovations, which were not expected to be completed until mid-March, progressed well ahead of schedule and staff were moved into Kelsey Campus's new Native Student Activities Centre by the second week of February.

The centre is designed to provide support services aimed at increasing the participation and retention of Kelsey's growing Aboriginal student population. Many come from a variety of backgrounds: some from urban centres; others from reserves or Northern communities. For the latter, a move to an urban centre places them in an unfamiliar situation where they are a minority.

As a special measure under the education equity plan, the centre is designed to make Aboriginal students comfortable and provide them with an environment which is culturally familiar. The centre is staffed by Aboriginal students who provide support for new students to adjust to the demands and stresses of academic life.

All programs, services and activities to be developed within the centre will strive to deliver services within a bi-cultural framework. This is a delivery method which recognizes and is sensitive to Native cultural values while students acquire the technical skills offered by their programs.

At present, counselling and tutorial services are available, upon request, to students who are experiencing personal or academic challenges. Staff are also available as a resource within Kelsey for those requiring information on Aboriginal services.

In the future we hope to expand these services to include the provision of workshops for both staff and students. With respect to these, or other service ideas, we welcome your suggestions.

Brian Gallagher
Instructor/tutor 933-7595

Myrna Yuzicapi
Counsellor 933-8013

Lac La Ronge Indian Band Curriculum Resource Unit

By Lois Jordan, Curriculum Development Coordinator.

The Curriculum Resource Unit is operated by the Central Education Office to support the development, in the Band operated schools, of programs which are unique to the needs and interests of children who attend the schools.

The Curriculum Resource Unit invites teacher participation in all committee meetings and workshops they sponsor. As well teachers are welcome to spend curriculum development days at the office. The staff feels their work will only be successful if done in co-operation with the schools.

Objectives

Involvement with Elders

- consult with Council of Elders on development of Band education and material
- collect information from elders
- receive advice from elders

Community Involvement

- explain education objectives of Band education to band members
- explain Band's educational programs to community members
- collect information from community members
- receive feedback for community on Band education programs

Program Development

- establish and co-ordinate curriculum committees for the development of locally designed programs. 1. Cree Language and Culture; 2. Language Arts; 3. Math; 4. Social Studies; 5. Science; 6. Kindergarten; 7. Music, Art; 8. Physical Education; 9. B/B Planning Committee.
- develop training packages specific to Band education e.g. Principal's Dacum teacher training

Materials Development

- develop materials for the Band education system: 1. curriculum guides; 2. legend collection; 3. checklists; 4. games and activities; 5. slide collection; 6. slide tape presentation; 7. photograh collection; 8. bibliographies and book lists; 9. posters; 10. proposals; 11. reports; 12. booklets and books; 13. teaching units.

Collection of Information and Materials

- collect archival materials specific to Treaty Six area
- locate and collect materials suitable for Band education system
- collect information on current education trends and research
- develop a file of teacher and school developed materials such as units, activities, tapes, charts and maps.

continued . . .

Sharing Information

- maintain a professional development library for Band educators
- disseminate information about materials and education programs to Band schools
- present displays at conferences
- sell locally produced materials to other educators

Support for School Programs

- assist schools with purchasing of materials
- assist schools to locate resource people
- assist individuals or groups of teachers with program planning
- present workshops of curriculum development
- provide access to unit equipment that is generally available to schools
- provide information about workshops and conferences of interest to Band educators
- participate in professional development committee

The Curriculum Resource Unit has a collection of materials in different subject areas. These books are available for teacher's use at the Unit for band teachers developing units or teaching materials.

Traditional stories are being collected and produced into booklets from the Unit. A local artist, James Ratt, does the illustrating of these legends. As well, Ruth Thompson and Pam Merasty have also illustrated some booklets.

Curriculum Committees develop and pilot the curriculum guides being developed for the Band schools.

The Curriculum Resource Unit publishes **48 traditional stories**. These booklets are available at a price of **$3.00** each.

Further information from:

Curriculum Resource Unit
Lac La Ronge Indian Band
Box 1410
La Ronge, Saskatchewan S0J 1L0
Phone: (306) 425-3177
Fax: (306) 425-2846

Write On!

Selected excerpts of student writings from ***Northland College Literacy Program, 1990****. Reprinted with permission.*

Why I Am Back in School

The reason I quit school was because I had to babysit for my father. My mother had passed away and I also had children of my own, so all of this was why I never finished school

Now I am back in school to try to learn how to read and write better. Because I lack most of my education I have to get my tutor to help me write this. I am pleased to be back and I hope I finish what I want to learn.

Edna Sylvester

People of All Ages, Races or Colors

Are you prejudiced or a racist because I'm Black, Brown, or White? Don't we all have the same emotional thoughts and feelings towards all of us different colored people? Don't we do the same work on our Planet Earth, that we were brought up on? Have I done anything foolish for you to be so ignorant towards me because I'm Black, Brown, White and my culture differs from yours? Or have I got messy hair, dress funny and have a tooth missing?

I was brought into this Planet for a reason. And Damn! I'll stay for the reason of my presence in the Godforsaken Planet. You and I were brought into Earth for a Reason. In fact, we all are. Your parents, grandparents, along with all your relatives have a reason to be on this Planet of ours.

Many people think of themselves because of their colors, style of speech and language. Why are people like that? Because they have more quality than other people? I know they worked hard to get to where they are right now. They put more effort into their work than me and other people such as you. So what.

Just think, that poor Black, Brown, or White person needs help. I was once like him but now I don't see a person's color at all. Let me help the poor guy. He's a person crying for crying out loud! He's got feelings such as you and I. I see no difference with him beside my color. He's a human who really needs help. I don't mind if he's Black, Brown or White.

. . . .

Let's change each other's attitude toward our Planet and our People no matter what color we are, before it's too late to change things around. Let's change our old image to a new image so we could be friendly towards the people and our lovely, peaceful, quiet environment. Before it is too late. Earth and people calling for help. Come in. You decide before it's too late.

Clayton Bear

Moment

As I saw her walking
she saw me looking
at her
and our eyes met
with love in the air.
We stood there for a moment
of silence

Alfred Morin

Micmac Curriculum Being Developed

Theresa Isaac Julien, Micmac Facilitator

Micmac adult learners will soon have a curriculum reflective of their unique culture.

"This Micmac curriculum will be an attempt to bridge the gap that has long existed between the basic literacy needs of the Micmac adult learner and the resources that are available to address that need," says Theresa Isaac Julien, Micmac Facilitator. "The department has taken a greater initiative in ensuring that the tutoring, training, and certification as well as the resource materials used in these tutorials are of the highest quality, and on that basis, have proposed the development of a Micmac curriculum."

Micmac curriculum will provide a variety of materials that will address the various areas of interest for a Micmac adult learner. The materials will include: Micmac Grand Council (its traditional as well as contemporary roles); the Micmac rules of protocol; Micmac writers, poets, heroes, looking at Micmac society from the traditional as well as contemporary perspectives, etc.

The curriculum will be developed using the traditional teaching method of creating a learning situation where the elder or senior member of the society takes the initiative in dialogue and where there is total mutual respect and sharing of ideas. The traditional contemporary learning situation will also be utilized. This involves a leader to guide the adult students in articulating their own goals and aspirations, and to help them understand their role within present society, their individual and group needs and the most appropriate method in addressing the needs.

Along with developing appropriate materials, the Micmac curriculum will provide the tutor/instructor with an opportunity to understand the differences as well as the similarities in learning styles of the Micmac adult learners. It will allow the learning environment to evolve into a working relationship that is based on mutual understanding and respect. It will allow them to develop a dialogue which will result in understanding the contemporary as well as the traditional codes of behaviour within the Micmac society.

The Micmac curriculum will be produced under the direction of a special projects committee, a working group of the Nova Scotia Community College staff, the literacy facilitator for the Micmac community as well as Micmac educators within the Micmac society.

The project will begin in late May 1990 and will have completed a module for tutor and instructor training package by May 1991.

Reprinted with permission from UNDERLINE LITERACY NEWSLETTER. *This newsletter is put out by the Department of Advanced Education of Nova Scotia.*

Aboriginal Literacy

Instruction/Program Resources

A Tutor — Training Manual for Community Literacy Programs. Available from: Arctic College, P.O. Box 1769, Yellowknife, NWT X1A 2P3.

Adult Learners in the Powerview Project. **Through Our Eyes**. 1989. Available from Literacy Workers Alliance of Manitoba, Room 304 – 414 Graham Ave., Winnipeg MN R3C 0L8 ($5.00).

- favourably reviewed by adult learners in Core Literacy, Kitchener, ON in the January 1990, Movement for Canadian Literacy's Journal Literacy.

Allan, T.D. **Writing to Create Ourselves: New Approaches for Teachers, Students and Writers**. University of Oklahoma Press. ($22.00) from One Sky, 136 Ave. F South, Saskatoon, SK S7M 1S8.

- author worked with native Americans to develop this guide.

Danesi, Marcel. **A guide to puzzles and games in second language pedagogy**. ($7.00) from One Sky.

Dene Literacy Manual. Available from: Lynn Fogwill, Advanced Education, Government of the Northwest Territories, P.O. Box 1320, Yellowknife, NWT X1A 2L9. Tel: (403) 873-0200.

- a guide for setting up Dene (Chipewyan) literacy programs.

Fabris, Mary and others. **Language Development Handbook for Secondary Students with Limited Proficiency in English**. Winnipeg: Manitoba Education, 1984. Available through inter-library loan ERIC document ED 253120.

McEachern, William. "Materials Development for Native Language Programs," **Canadian Journal of Native Education**: Vol. 15, No. 1 (1988) pp. 39-42.

- discusses reasons for the lack of reading materials in native languages and suggests first steps for producing them.

Marshall, Judith and others. **Training for Empowerment**. Toronto: Doris Marshall Institute for Education, 1990. Available from One Sky, 136 Ave. F South, Saskatoon, SK S7M 1S8 or call (306) 652-1571 ($15.00) or borrow by becoming a member of One Sky.

- a kit of materials for popular literacy workers.

Native Literacy Manual also available at Okanogan College, P.O. Box 610, Salmon Arm, BC V1E 4N7. Fax: (604) 832-2771.

continued . . .

Northern Adventure. Available from Manitoba Literacy Office. Manitoba Education. 100 – 1200 Portage Ave., Winnipeg, MB R3G 0T5 (free) or call (403) 945-8247.

- a collection of tutor and learners stories from native communities.
- this office will publish a collection of people's language histories; available January, 1991.

Pelican Narrows Literacy Guide. Lac La Ronge Indian Band. Available from Saskatchewan Indian Cultural College by registering ($5.00) if non-status or non-native; or free if you are status Indian. Call (306) 244-1146, Ext. 241.

- a guide for teaching literacy in a social and linguistic context.

The Sacred Tree.
Unity and Diversity. Both available from the Saskatchewan Indian Cultural College on loan or from the University of Saskatchewan Bookstore for purchase.

- curriculum guides and student readings.

Sawyer, Don. **Effective Instruction of Native Adults Video Series & Discussion Guide**. Native Adult Education Resource Centre, Okanogan College, P.O. Box 610, Salmon Arm, BC V1E 4N7. Fax: (604) 832-2771.

Under the Line. Available from Journeys Education Association, 304 – 414 Graham Ave., Winnipeg, MB R3C 0L8 ($5.00).

- a powerful play about living on welfare.

General Resources

Aboriginal Literacy Action Plan: literacy practitioner's guide to action. Saskatoon: S.I.I.T., 1990. Available from Saskatchewan Indian Institute of Technologies, Asimakanissekan Askiy Reserve, 401 Packham Place, Saskatoon, SK S7N 2T7. Tel: (306) 244-4444, Fax: 2344-1391.

Burnaby, Barbara. **Language in Education Among Canadian Native Peoples**. Language and Literacy Series, 1982. Available from One Sky, 136 Ave. F. South, Saskatoon, SK S7M 1S8 or call 652-1571 ($7.00) each) or free through inter-library loan of ERIC Document ED 224629.

- intended to give native community leaders, teachers and administrators an overview of current research on language issues related to Canadian native education.

Dewache, Tina. "First Nations' Languages and the Promotion of Adult Literacy', Literacy/Alphabetization. Vol. 13, No. 3 (October 1989), pp. 2-3.

Other Contacts/Organizations

Doreen Anderson
Literacy Program
Saskatoon Friendship Inn
619 – 20th St. W.
Saskatoon, SK S7M 0X8
Tel: (306) 242-5122, Ext. 76

Gabriel Dumont Institute
Curriculum and Resource Unit (catalogue)
121 Broadway Ave. E.
Regina, SK S4N 0Z6

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Fax: (604) 873-9152

Ruth Norton
Assembly of First Nations
Director of Education
47 Clarence St., Ste. 300
Ottawa, ON K1N 9K1
Tel: (613) 236-0673

NETWORK NEWS — November, 1990

The Saskatchewan Literacy Network held its annual general meeting and fall conference in Prince Albert on Sept. 29th. The Board of Directors for 1990-91 is:

Peter Dubois (Fort Qu'Appelle) President; Tom Roberts (La Ronge) Vice-President; Gary Tolton (Saskatoon) Treasurer; Sandra Byers (Saskatoon) Secretary. Members at Large: Bobbie Baker (Swift Current), Bill Benson (Saskatoon), Susan Emson (Saskatoon), Rosemary Isfan (Regina), Lillis Lawrence (Prince Albert).

The Network is currently contacting practitioners and learners in each of the literacy regions throughout the province to determine local training needs. The production of videos for broadcast over SCN, and a provincial literacy workshop for librarians, are two of the events under consideration. The Network will continue to sponsor literacy workshops and seminars upon request. Please contact the Network office if you have ideas about literacy events which you would like to see happen in your region.

The Network is continuing to circulate its monthly flyer **What's News**. In future, the quarterly newsletter, **Literacy Works**, will only be circulated to subscribers. The next edition, featuring Literacy and Health, will be coming out in March. **A subscription for LITERACY WORKS is included** with your **Saskatchewan Literacy Network membership**. Please send your cheque or money order to: Saskatchewan Literacy Network, P.O.Box 1520, Saskatoon, Saskatchewan, S7H 4R9, or call 653-7368 for more information.

Individual memberships:	$10.00
Institutional memberships:	$20.00
Student/unemployed:	$5.00

The Network is pleased to announce that the Saskatchewan Literacy Campaign has approved funding the learners newspaper **On Our Way** until June 1991. This graded level newspaper is written by adult learners and is published monthly. It features current events, regional features, fiction and topics of interest. **Get your subscription for ON OUR WAY, Saskatchewan's newspaper publication by and for learners!** Please make your cheque or money order payable to **ON OUR WAY** and mail to Saskatchewan Learners' Newspaper, Box 3003, Prince Albert, Saskatchewan, or call 953-3117 in Prince Albert.

Individual subscription:	$5.00 per year (10 issues)
Institutional subscription:	$25.00 per year (10 issues)
Extra copies for schools:	$1.00 each

STUDENT SUPPORT GROUPS:

If you, or anyone you know could benefit from meeting for discussion/exercises/support with adult literacy learners, **PLEASE PASS THE WORD . . .**

North Battleford: Meet the last Wednesday of the month at Northwest Regional College, 1381 101st Street, 7:00 p.m. For information call Lynda at 937-3285. *** * NEWSFLASH A regional conference is planned for February. * ***

Saskatoon: Meet the third Wednesday of the month at Saskatoon Public Library. For information call Susan at 975-7555 days or Alan at 382-5887 evenings/weekends.

Swift Current: Meet at Cypress Hills Regional College, 129 2nd Avenue N.E.

the second Monday of the month. For information call Bobbie at 773-1531.

Estevan: Contact Carole at 634-2409 for information.

Nipawin: Contact Sandy at 862-3175 days, or 862-3814 evenings.

IN-SERVICE FOR PRACTITIONERS:

January 24 — **Libraries and Literacy**, a workshop in Regina for regional library representatives and literacy coordinators. For information call 653-7178.

February 2 — **Tutoring ESL Learners**, Saskatoon, workshop and resource fair. Tutors and instructors are invited to bring their favourite resource materials. Call 653-7368 to register.

ACROSS THE NETWORK DESK

REGIONAL NEWS

Carlton Trail Regional College — Bev Gutenberg has been hired as Literacy Coordinator to replace Bill Novak, who recently retired.

Cumberland Regional College — Produced **Farming: Words to Live By**, a basic skills handbook aimed at people who live and work in a rural setting. Written by volunteer writers from writers' groups in northeastern Saskatchewan, it's "home-grown literacy material". Contact: Literacy Program Coordinator, Cumberland Regional College, Box 2225, Nipawin, Sask., S0E 1E0.

Lakeland College has received a Secretary of State grant for regional learner events in Saskatchewan. Contact Kit Brennan for more information. Phone (403) 871-5702.

Northland College — A literacy facilitator has been hired in each of three geographic regions. Special literacy events have been held in each region.

Parkland Regional College — Yorkton is hosting the annual Sask. Annual Basic Education (SABEA) conference, February 20-22, 1991.

Southeast Regional College — Literacy Coordinator, Io Powell, has been in hospital several times this fall due to a stubborn infection. Best wishes for a speedy recovery!

AGENCY NEWS:

The **Prince Albert Literacy Coalition** celebrated its first anniversary on November 13th, and began preparations for its second year. For information contact: Elsie Livingston, 953-5523, (P.A.).

1991 **NATIONAL TESL CANADA Conference** (Teaching English as a Second Language)will be held May 2-4, 1991, at the University of Saskatchewan in Saskatoon. The keynote speaker will be Mary Ashworth — an internationally known expert, and excellent speaker. To register, call the University of Saskatchewan conference office at (306) 966-8600.

This year the Network will be working to strengthen its links with other agencies. We would like to hear from you about ways in which we might work together with you or your organization.

Nayda Veeman, Coordinator
Saskatchewan Literacy Network
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Aboriginal Literacy Action Plan: A Literacy Practitioners' Guide to Action

By Beverly Cardinal

No single group of people in Canada today are more adversely affected by the devastation of illiteracy than Canada's first citizens — her Aboriginal people. This fact, and many other shocking statistics, are repeatedly and consistently emphasized throughout the recently published Saskatchewan Indian Institute of Technologies (SIIT) report "Aboriginal Literacy Action Plan: A Literacy Practitioners' Guide to Action."

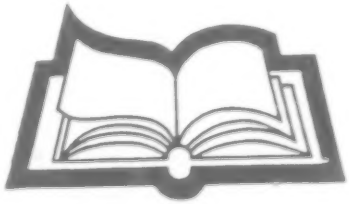
Upon initially reviewing the report I was sceptical of SIIT's all-inclusive definition of "Aboriginal", which included "Treaty Indian", "Status Indian", "Non-Status Indian", "Indian", "First Nations", "Inuit", "Native" and "Metis". However, my scepticism wore off as I delved more deeply into the findings and recommendations of the project's six working groups. It became clear to me that not only had the working groups been comprised of reputable Aboriginal literacy and basic education practitioners from across the country, but also that the diversity of the groups' mandates had ensured strategically-focused discussion of this serious and critical issue in order to lay the groundwork for future community-based action to occur.

However, I imagine it must have been somewhat frustrating for the project participants to be discussing these issues yet again.

As I read the document I could identify many areas of common concern which have been "kicked around the block" for a number of years and have yet to receive any serious attention from federal, provincial or territorial governments of the day. Perhaps this action plan should be viewed not only as "a literacy practitioners' guide" but as a document which, in conjunction with already well-established Aboriginal educational goals and objectives, becomes the focus for serious discussion by government and Aboriginal leaders regarding the Aboriginal literacy crisis in Canada.

I am impressed with the obvious amount of detail which has gone into the formation of this comprehensive report. The end result is a holistic action plan which, upon reading and close review, will be recognized as a valuable resource for k-12, post-secondary and adult educators, educational institutions and governments alike, as they repeatedly and perpetually ask us, "What is it you (Aboriginal people) want anyway?"

Beverley Cardinal is an NSIM Counsellor at SIAST Wascana Campus.



READ CANADA
LISONS CANADA
FRONTIER COLLEGE / COLLÈGE FRONTIÈRE

PLUG IN . . . TO A GOOD BOOK

READING CIRCLES: training sessions to assist in setting up one in your community.

SPECIAL EVENTS: reading tent, planning assistance

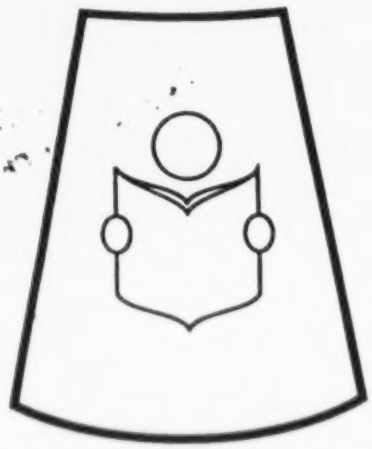
CELEBRITY READERS: they're everywhere!

FOR FURTHER INFORMATION CALL:

Read Canada in Saskatchewan
639 Cameron Street
Regina, Saskatchewan
S4T 2R9
Phone: (306) 525-0049

TIPS FOR READING WITH CHILDREN

- Make reading part of your daily routine.
- Read for at least 15 minutes every day.
- Make praise a part of reading.
- Don't exert pressure or make negative remarks.
- Whenever possible, let the child decide what you will read.
- Take turns reading to each other.
- Ham it up! Use different voices.
- Keep the story moving. Help with difficult words to maintain the flow.
- Drop the story if the child is not interested. Move on to something else.
- Most important, this is a special time for you and your child to spend together. Make it fun and enjoyable for both of you!



SASKATCHEWAN LITERACY NETWORK

offers:

- **Improved Communication about Literacy Events**
  - a monthly information flyer
  - a quarterly newsletter

  Send us your literacy news and we'll publish it!
- **Literacy Inservice**
  - training upon request
  - a summer institute on literacy theory and practice
  - a provincial resource directory

  If you have literacy skills, experience and are interested in giving workshops or talks, let us know!
- **Encouragement for Learners**
  - publication of New Adult Writers' works for New Readers
  - facilitator training for selected conference delegates

"WORKING AND LEARNING TOGETHER"

If you would like more information on these activities, or would be interested in serving on a committee, please contact Nayda Veeman, Project Co-ordinator (653-7178) or Cynthia Provo, Administrative Assistant (653-7368). Mailing address: Saskatchewan Literacy Network, P.O. Box 1520, Saskatoon, Saskatchewan S7K 3R5. Or drop into the offices in Room B9.10/B9.14, SIAST Kelsey Campus, Idylwyld Drive and 33rd Street, Saskatoon.

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